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ABSTRACT

This report is a description and summarization of the Child Development Associate (CDA) competency-based training approaches designed and implemented by 13 federally funded pilot training projects. Chapter I provides a historical narrative of the program design and implementations in the first seven years of the CDA program. Chapter II describes the geographical setting, organizational structure and key features of training of each of the 13 pilot projects. The chapter that follows provides information on how the pilot staffs designed, developed, and implemented their approaches to CDA training and program management according to CDA Training Guidelines. Pilot programs are grouped according to commonalities and unique features in their approaches to meeting the CDA Training Criteria. In some cases individual pilots are discussed for purposes of clarity and understanding. At other times the pilots are grouped together and general statements are made. The final chapter discusses positive and negative factors concerning the impact of the projects, including institutional and other changes. Suggestions and recommendations offered by pilot project staffs on administration, curriculum development and implementation are discussed. The appendices include a glossary of CDA terms and procedures, statistical information, academic course and credit information, names of pilot project personnel, resource publications, and publications about CDA. (Author/SE)

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# CDA Pilot Projects: Innovations in Training

*Developed by*

Leroy Jones, M.A.
Project Director

Trudy M. Hamby, Ph.D.
Director of Curriculum Development

Sarah B. Hardy, Ph.D.
Materials Development and Training Specialist

*With the assistance of*

Paul N. Mathless
Editor

H. Gene Wall
Patricia A. Bryant
Graphic Artists

Diane H. Rhode
Administrative Assistant

UNIVERSITY RESEARCH CORPORATION
Washington, D.C.

*Prepared for*

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Information presented in this publication is based exclusively upon final documentation reports submitted by each of the CDA pilot training projects to the Administration for Children, Youth, and Families. This document is therefore limited to a summative analysis and presentation in regard to each of the projects. No opinions are inferred by the authors relative to any of the projects discussed.

For more information about CDA training please contact:

Jenni W. Klein, Director
Educational Services Branch
Program Development and Innovation
Head Start Bureau
Administration for Children, Youth,
and Families
P.O. Box 1182
Washington, D.C. 20013

For more information about the CDA Credential Award System please contact:

Child Development Associate Consortium
805 15th Street, N.W.
Suite 500
Washington, D.C. 20005

# Preface

This document, CDA Pilot Projects: Innovations in Training, has been prepared by University Research Corporation under its national contract with the Administration for Children, Youth, and Families (ACYF)/Office of Human Development Services* to provide technical assistance services to Head Start Supplementary Training/Child Development Associate Programs.

CDA Pilot Projects: Innovations in Training is based on final documentation reports prepared by each of the 13 CDA pilot training projects funded by ACYF from 1973 to 1976. The reports provide a documented history of the pilot projects' experiences and operations over the three-year period during which they were conducted.

The publication focuses on several aspects of the projects: initial planning and coordination; project organization and management; curriculum and materials development; and implementation and procedures developed and used by the different projects.

Although each of the pilot programs undertook to design and implement a unique approach to CDA training, all of the project plans conformed to general guidelines and standards set forth by ACYF, particularly on the CDA Competencies and Training Criteria.

It is hoped that this publication will become a valid resource to Head Start Supplementary Training/CDA programs, Head Start Centers, child care programs, and teacher education institutions concerned with designing and implementing new and innovative approaches for preparation of competent child care personnel.

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* Administration for Children, Youth, and Families (ACYF) is the new title for the Office of Child Development. Even though the national CDA effort was initiated and the CDA pilot training projects developed and implemented under the auspices of the Office of Child Development, the new title, Administration for Children, Youth, and Families (ACYF), will be used throughout this document for the purpose of clarity.

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# Chapter I:
# Overview of the CDA Program

## A. INTRODUCTION

C--D--A. This particular combination of letters had meaning only for a small segment of the population when first used in 1971 to represent the words Child Development Associate. Today the letters CDA have meaning to thousands of people across the United States.

This meaning includes perceptions and concepts of a child-care professional who works with children aged three through five. The CDA is a competent worker who

> assumes primary responsibility for meeting the specific needs of a group of children in a child development setting by nurturing the child's physical, social, emotional, and intellectual needs; setting up and maintaining the child care environment; and establishing a liaison relationship between parents and the child development center.*

The holder of the CDA credential is a person who has been assessed as competent by the Child Development Associate Consortium and has attained this professional credential through participation in a national effort to improve the quality of care for young children.

The national CDA effort was initiated and is administered by the Administration for Children, Youth, and Families, a unit of the U.S. Department of Health, Education, and Welfare. The program focuses on improving the quality of care for children by increasing the competence of the staff. Three components are included in the CDA effort:

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* Role definition of the CDA, adopted by the CDA Consortium Board of Directors in December, 1974.

- CDA Competencies
- CDA training
- CDA assessment and credentialing.

The CDA Competencies, the knowledge and skills required of the Child Development Associate, are the basis for training as well as for assessment and credentialing. CDA training is designed to help individuals acquire the CDA Competencies. Individuals are assessed and credentialed through the Credential Award System of the CDA Consortium, a representative group of national organizations concerned with child development.

The key concept in the CDA effort is demonstrated competence. Award of the CDA credential goes beyond the traditional type of credentialing based only on academic degrees or number of courses taken. The Child Development Associate earns a CDA credential by demonstrating ability to work with children in child care settings rather than by accumulating course credit or academic degrees.

## Purposes of this Publication

CDA Pilot Projects: Innovations in Training is a description and summarization of the CDA competency-based training approaches designed and implemented by 13 federally funded pilot training projects. A major purpose of the Administration for Children, Youth, and Families in funding the pilot projects was to develop CDA competency-based training models that could be replicated. Publication of this book is consistent with ACYF's plans to disseminate information about the training strategies and procedures developed that will be helpful to child care programs and teacher training institutions interested in implementing CDA training.

Specific purposes are:

1) To promote understanding of the role of the pilot projects by providing an historical overview of the total CDA effort and general background information on the pilot projects
2) To provide a perspective on the unique aspects of pilot training approaches by describing the key features of each project
3) To provide insight into the tasks associated with administering an innovative training program within a traditional setting by describing the procedures used by the pilots in establishing the program and maintaining relationships
4) To enhance understanding of the CDA Training Guidelines (criteria)* by describing the curriculum design and implementation methods used by the pilot projects in meeting the criteria

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* See Appendix A for a listing of the six CDA Training Guidelines, also referred to as the CDA Training Criteria.

5) To demonstrate that the CDA Training Guidelines (criteria) can be met without loss of program uniqueness

6) To promote overall understanding of the impact of innovative endeavors by presenting recommendations and implications derived from the experiences documented by the pilot projects.

Design of this Publication

The information is arranged in such a way that it can be used not only by institutions and organizations concerned with implementing CDA training but also by groups and individuals interested in competency-based training generally. The following possibilities are offered to the reader for pursuing different types of information and interests:

- Following the Sequence Chapter by Chapter

The content is presented sequentially, with background information in Chapter I, followed by a description of each pilot project in Chapter II. In Chapter III, pilot project approaches to program development and implementation are described. The book concludes with a chapter on the impact of innovations, with recommendations and implications for future program developers.

- Following Separate Topics

Major topics presented in this book are administration and management, curriculum development, and curriculum implementation. A special section for each topic appears in Chapter III in relation to program development and implementation, and again in Chapter IV in relation to recommendations and implications for future program developers.

Appendix A is provided for readers who have no prior background information on the CDA project. It includes information on the CDA Competencies and Personal Capacities and the CDA Consortium assessment and credentialing process.

## B. CDA: HISTORICAL PERSPECTIVES

### 1970: Statement of the Need for the National CDA Effort

The Child Development Associate program was initiated by the Administration for Children, Youth, and Families in response to a concern for increasing the abilities as well as the numbers of child care personnel, thus increasing the quality of care provided to children.

Statistics showed that the number of licensed day care facilities in the United States had tripled during the 1960s and that enrollment in other programs for children aged three through five had doubled. There was increased public awareness of the importance of the early years--the "preschool" years. During this same period an increasing number of women were joining the work force.

Across the country, state certification standards had been carefully set for elementary and secondary education teachers, but only a portion of the states required certification of nursery school teachers. And, although many states required licensing for day care centers and set standards for health and safety, staff qualifications were usually not stipulated.

So, even with increased evidence of the impact of early experiences on children's later development, efforts to ensure high-quality child care by focusing on competent staff were not commensurate with efforts to provide facilities. Dr. Edward Zigler, speaking to the 1970 conference of the National Association for the Education of Young Children, outlined the situation and assured conference participants of ACYF's commitment to a national effort to work on the program.

## 1971: A Year of Study and Planning

Action on the part of ACYF was immediate. As early as January 1971, 30 leaders in the field of early childhood education/child development were brought together to hear about and discuss ACYF's ideas concerning the establishment of a new professional credential, the Child Development Associate.

These leaders met the challenge of this innovative concept with enthusiasm. As a result of the meeting, a task force was organized to work cooperatively with ACYF to:

- Delineate the knowledge and skills needed by this new kind of child care professional who would have the primary responsibility for the daily activities of a group of children in a center-based program

- Develop guidelines for training individuals in the designated competencies.

In addition, a second task force, convened by the National Association for the Education of Young Children, began a follow-up study of the feasibility of using a consortium approach to implementing the CDA training, assessment, and credentialing process.

The task force concerned with delineating the CDA Competencies concurred on preliminary specification of six broad areas. Subcategories of skills related to each broad area were also identified, as was a list of "Personal Capacities." The Personal Capacities were skills in relating to children that were believed essential to the CDA's ability to demonstrate the competencies (a complete listing may be found in Appendix A).

Based on the work of the competencies task force and the initial results of the feasibility study, Dr. Zigler officially announced the implementation of the Child Development Associate project and provided a progress report to participants at the 1971 conference of the National Association for the Education of Young Children. He made it clear that the total effort would include:

- A plan for training as well as a plan for assessing and credentialing
- A method for recognizing child care workers who were already competent.

## 1972: Establishment of CDA Consortium

Based on findings and recommendations resulting from the feasibility study, a planning group made up of representatives from the American Association of Elementary/Kindergarten/Nursery Educators, the Assocation of Childhood Education International, and the National Association for the Education of Young Children established the CDA Consortium as a nonprofit corporation whose major task was to develop the assessment and credentialing system. The CDA Consortium was then funded by the Administration for Children, Youth, and Families.

Other associations and organizations interested in children and their welfare joined the original group of three organizations; at present the CDA Consortium consists of 38 organizational members and two public representatives. It is operated by a full-time staff and has a policy-making Board of Directors.

A first priority of the newly created Consortium was to review the CDA Competencies developed by the task force of early childhood educators and child development specialists working in concert with ACYF. The six broad competency areas adopted by the CDA Consortium Board of Directors stated that a CDA should have knowledge and skills in:

**1** Setting up and maintaining a safe and healthy learning environment

**2** Advancing physical and intellectual competence

**3** Building positive self-concept and individual strength

**4** Organizing and sustaining the positive functioning of children and adults in a group environment

**5** Bringing about optimal coordination of home and center child-rearing practices and expectations

**6** Carrying out supplementary responsibilities related to the children's programs.

## 1973: Design and Implementation of CDA Competency-Based Training

During 1973, ACYF turned its attention to designing and implementing CDA competency-based training. The first major training effort was the funding of 13 CDA pilot training projects. These projects were to develop innovative approaches to CDA training based on CDA Training Guidelines and the CDA Competencies.

The second major CDA training effort, also initiated in 1973, was the incorporation of CDA training into Head Start Supplementary Training (HSST) programs for Head Start classroom staff. The CDA Training Guidelines developed by ACYF were further refined, restated as CDA Training Criteria, and used by HSST programs to begin a gradual conversion to CDA training. (A list of the CDA Training Criteria may be found in Appendix A.) Over 350 colleges and universities were involved in the HSST/CDA training efforts.

## 1974: Coordination and Consolidation of CDA Efforts

During 1974, the pilot projects developed and implemented their innovative training approaches, and the HSST programs continued the task of converting to CDA competency-based training for classroom staff.

The CDA Consortium worked with contractors, subcontractors, researchers, the pilot projects, HSST programs, task forces, and colloquies to design the performance-based assessment system and a system for awarding the CDA credential. Over 1,000 people cooperated with the Consortium in the first field test of the prototype assessment system. An analysis of the data collected in the field test verified the feasibility of implementing the assessment system, but also demonstrated the need for further testing of the model.

During 1974, definition of the CDA role was completed by the Consortium and the six CDA Competencies were further delineated into 13 Functional Areas. The assessment system developed by the Consortium differed markedly from the traditional approaches to credentialing.

Consistent with the CDA concept of demonstrated competence, the system consisted of performance-based assessment conducted by a team of people called the Local Assessment Team (LAT). Each team member collected information about the candidate, and the team then made judgments about the candidate's competence in each Functional Area. (The Functional Areas, accompanying Competency Standards, a listing of the LAT members, and other features of the Consortium's Credential Award System may be found in Appendix A).

## 1975: The CDA Credential Becomes a Reality

Although the CDA Consortium's 1974 field test demonstrated the workability of the prototype assessment system, further field testing was continued in 1975 in the interest of confirming validity and reliability. Results were again positive, and the Consortium's Credential Award System was accepted by the Consortium Board of Directors in March 1975. The first CDA credentials were formally awarded in a special ceremony at the Department of Health, Education, and Welfare in July.

The establishment of a working assessment system served as an impetus to CDA interns and trainers in the pilot projects as well as in the HSST/CDA training programs. Training program staffs stepped up their work on the production of CDA curriculum materials and supplementary training and resource materials.

ACYF also provided impetus for the creation of training methods, materials, and curricula specifically for staffs working with Spanish-speaking children by funding five bilingual/bicultural CDA pilot training projects during this period. The 13 original CDA pilot training projects were refunded by ACYF for a third and final year of operation.

### 1976: CDA in the States

Although much work had already been done by the CDA Consortium and the Administration for Children, Youth, and Families to encourage the states to incorporate the CDA credential into their child care regulations, ACYF began concerted efforts toward this end during 1976, focusing specifically on 10 target states. In addition to development of individual strategies for each state, work was also to proceed on developing, testing, and publishing alternative strategies for the incorporation of the CDA credential into state regulations across the country.

Besides its state-oriented activities, ACYF increased CDA training efforts across the nation by funding two bilingual/bicultural CDA training-of-trainers programs.

### 1977: CDA Across the Nation

By July 30, 1977, some 2,000 CDA credentials had been awarded, approximately 4,000 Head Start staff were enrolled in CDA competency-based training in colleges and universities across the nation, and 13 states had adopted CDA in their child care regulations. Thus, the CDA effort has in seven years progressed from a concept in 1971, to reality in 1975 with the awarding of the first CDA credential to a fully functioning national program in 1977.

The importance placed on the CDA endeavor and ACYF's commitment to it are documented in this history. Also documented are the importance and commitment given to this effort to improve the quality of care for children by:

- State and local governments and agencies
- Institutions of higher education
- For-profit and nonprofit organizations
- Professional groups
- Interested citizens.

## C. SUMMARY

This chapter has presented the major purposes of this document and an historical overview of the CDA training effort. It provides a basis for understanding the need for the CDA effort and the components involved in the total program: training, assessment, and credentialing.

The events of the first seven years of the CDA program are presented in chronological order and proceed from a description of the initial steps taken by ACYF in involving many professional and private citizens in its design and development through the intricacies of program implementation. Implementation included the establishment and funding of the CDA Consortium, the funding of the 13 pilot projects, incorporation of CDA training into HSST programs, and funding of bilingual/bicultural training programs.

## Definition of Terms

In keeping with their unique approaches, pilot projects used different terms for the roles of trainee and field supervisor and for the training components. A chart showing the different terms adopted by the pilots is found on page 36. For the purposes of clarity and continuity, however, the following terms will be used throughout this book.

- Intern: The person in CDA competency-based training whose goal is acquisition of the CDA credential. (Comparable terms are trainee, candidate, student, etc.)
- Field Advisor: The person who advises, counsels, recommends, guides, and assists interns in their field work. (Comparable terms are field supervisor, field trainer, etc.)
- Appraisal (initial appraisal, ongoing appraisal): The process in which training programs and interns alike make judgments about interns' demonstrated competence during the CDA training program. (Comparable terms are assessment, initial assessment, ongoing assessment.)
- Assessment, Final Assessment: The process in which the CDA Consortium, through its Credential Award System, makes judgments about the competence demonstrated by a CDA candidate for the purpose of awarding the CDA credential.

# Chapter II:

# The Pilot Projects: A Description

## A. INTRODUCTION

The 13 CDA pilot training projects occupied a focal point in the development of the CDA effort. The concept of CDA competency-based training was complex--competency-based training was one thing, CDA competency-based training was another. True innovation was required. Pilots were faced with the task of developing new approaches to training based on the CDA Training Criteria that had been established by the Administration for Children, Youth, and Families. These training guidelines required that pilot projects provide for:

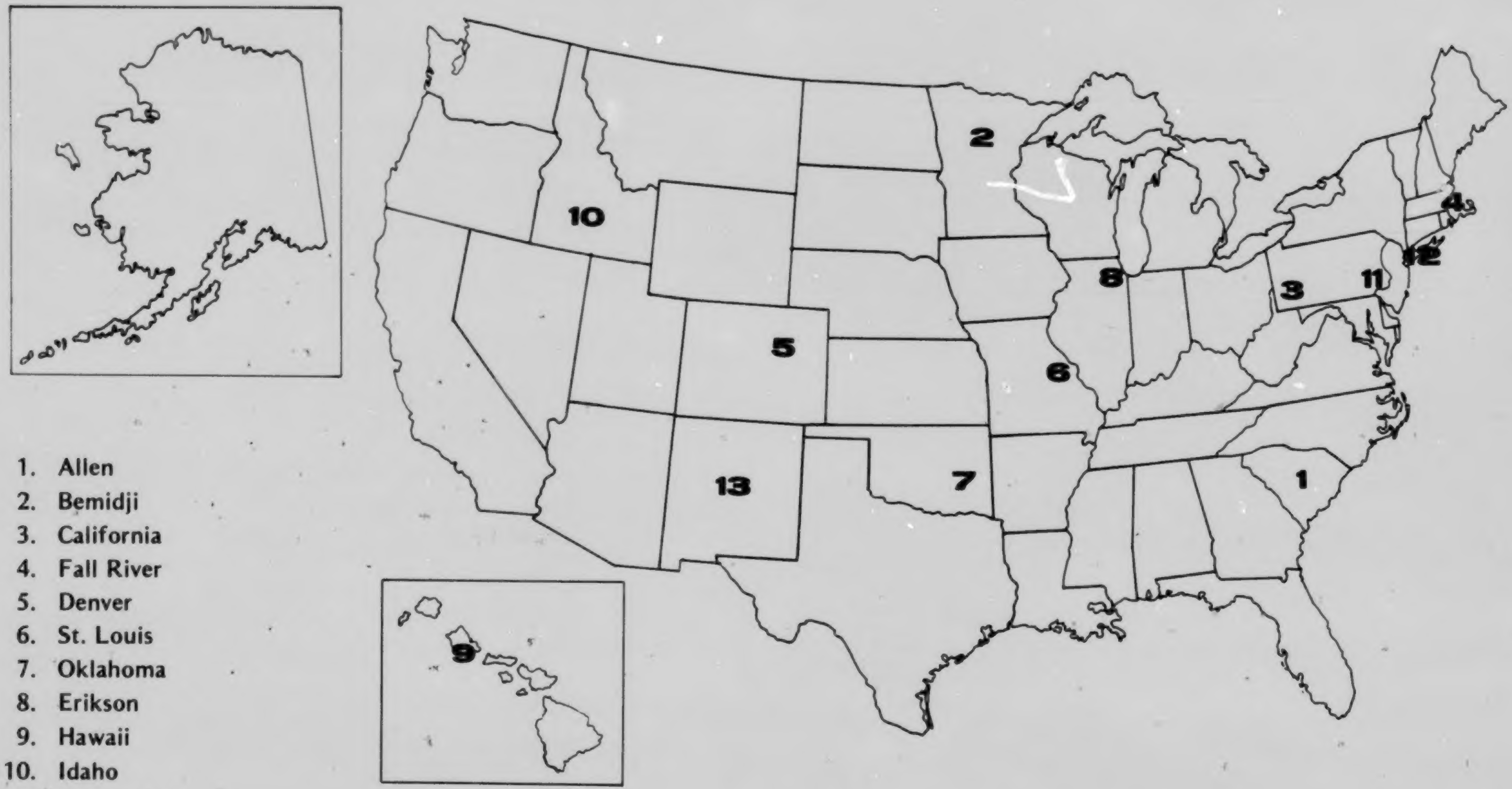
- Training based on the CDA Competencies
- Integration of academic content and field experiences
- Supervised field experiences that occupied at least 50 percent of the total training time
- Individualization of training based on initial and ongoing appraisals of competence
- Flexibility in length of training time.

The pilot efforts were to provide the Administration for Children, Youth, and Families with answers to important questions:

- Was this complex CDA concept workable?
- Was it workable across the nation--in various geographical settings, with various approaches, and with various modes of sponsorship?

*Figure 2–1*

MAP OF THE UNITED STATES WITH PILOT LOCATIONS



1. Allen
2. Bemidji
3. California
4. Fall River
5. Denver
6. St. Louis
7. Oklahoma
8. Erikson
9. Hawaii
10. Idaho
11. Philadelphia
12. Teachers, Inc.
13. New Mexico

Information gleaned from the work of the pilots and curriculum materials developed were also to be shared with the many HSST programs implementing CDA training. The training modules were to be replicable in other locations and organizations instituting CDA competency-based training. The pilots were also to test the basic assumptions made by ACYF concerning the type of training that would best help child care staff acquire the CDA Competencies. They were to share their approaches and materials with each other and work cooperatively with the Consortium. These objectives accomplished, the pilot project effort ended in 1976 after three years of support by ACYF.

The 13 pilot projects funded by the Administration for Children, Youth, and Families represented each ACYF Region and the Indian and Migrant Program Division. Figure 2-1 shows the Regional and geographical setting of each project.

The pilots included a wide range of grantees and cooperative arrangements between higher education institutions and community agencies. Figure 2-2 summarizes the program approaches and the ethnic, Regional, and cultural diversity among the projects.

## B. INDIVIDUAL PILOT PROJECT DESCRIPTIONS

The 13 pilot projects represent a variety of organizational sponsorship arrangements that do not readily lend themselves to consistency of style in referring to them by name throughout this report. Six pilots were conducted by higher education institutions; three, by local organizations; three, by groups or consortia of higher education institutions; and one, by a group combining local organizations and a community college. Given this diversity among sponsors, we will make no attempt to impose here a cumbersome consistency in referring to the pilots. Instead, we have arbitrarily adopted one-word or two-word names for the pilots which, though not stylistically consistent, are both concise and effective in identifying them. These are used throughout, except where a specific reference is made to an individual member of a sponsoring group.

| Projects in Alphabetical Order | Referred To in Document As |
|---|---|
| 1. Allen University | Allen |
| 2. Bemidji State University | Bemidji |
| 3. California State College | California |
| 4. Community College of Denver | Denver |
| 5. Erikson Institute for Early Education | Erikson |
| 6. Fall River Citizens for Citizens, Inc. | Fall River |
| 7. Hawaii: Honolulu Community College<br>University of Hawaii At Manoa | Hawaii |
| 8. Idaho Consortium: Boise State University<br>Idaho State University | Idaho |

Figure 2–2

DIVERSITY OF PROGRAM APPROACHES AND OTHER VARIABLES AMONG THE 13 PILOT PROJECTS

| *PILOTS* | *GEOGRAPHICAL/ REGIONAL CHARACTERISTICS* | *PROGRAM APPROACH* | *SPONSORS* | *NUMBER TO BE TRAINED* |
|---|---|---|---|---|
| Allen University, Columbia, S.C. | Urban/Southeast<br>Region IV | Prioritized training; levels of competence; skill development | Four-year university | 30 |
| Bemidji State University, Bemidji, Minn. | Rural/North Central<br>Region V | Personalized one-to-one training; bicultural | Four-year college | 30 |
| California State College, California, Pa. | Urban, rural/Northeast<br>Region III | Training of trainers; individualized; problem-solving | Four-year college and Head Start State Training Office | 10 |
| Community College of Denver, Denver, Colo. | Urban, suburban/ Midwest<br>Region VIII | Center teams; cluster concept; multi-field placements | Community college | 50 |
| Erikson Institute for Early Education, Chicago, Ill. | Rural/cross Regions<br>Indian and Migrant Division | Training of trainers for American Indian Programs | Office of Indian Child Services, Erikson Institute | 24 |
| Fall River Citizens for Citizens, Inc., Fall River, Mass. | Urban, suburban/Northeast<br>Region I | Teachers as trainers; module-course combination | Head Start Project; public schools, Model Cities Agency, mental health assoc., and community college | 50 |
| Hawaii:<br>Honolulu Community College, University of Hawaii at Manoa, Honolulu, Hawaii | Urban, rural/West<br>Region IX | Multi-ethnic; on-site mini-trainers; module development | Community college, four-year university | 10 |

*Figure 2–2 (Continued)*

| *PILOTS* | *GEOGRAPHICAL/ REGIONAL CHARACTERISTICS* | *PROGRAM APPROACH* | *SPONSORS* | *NUMBER TO BE TRAINED* |
|---|---|---|---|---|
| Idaho Consortium, Boise, Idaho | Rural, urban/Northwest<br>Region X | Diagnostic appraisals; self-selected study; team training (ISU) | Four-year state college, four-year university, state agencies, public schools | 50 |
| Oklahoma:<br>Eastern Oklahoma State College, Oscar Rose Junior College, Wilburton, Okla. | Southwest<br>Region VI | Mini-courses with field component; units of instruction | Four-year college | 50 |
| Philadelphia:<br>Community College of Philadelphia, School District of Philadelphia, Research for Better Schools, Philadelphia, Pa. | Urban/Northeast<br>Region III | Module development; use of Resource instructors/facilitators | Community college, public school system, research and development laboratory | 25 |
| St. Louis Community College at Forest Park, St. Louis, Mo. | Urban, suburban/Midwest<br>Region VII | Trainer as model; student support group; module development | Community college, an educational confederation, and a child day care assoc. | 60 |
| Teachers, Inc., New York, N.Y. | Urban/Northeast<br>Region II | Development of teaching units | Four-year college, training organization | 50 |
| University of New Mexico, Albuquerque, N.M. | Rural, urban/Southwest<br>Region VI | Bilingual/bicultural; block teaching; use of clinical assistants | Four-year university | 30 |

| | | |
|---|---|---|
| 9. | Oklahoma: Eastern Oklahoma State College<br>Oscar Rose Junior College | Oklahoma |
| 10. | Philadelphia: Community College of Philadelphia<br>Research for Better Schools<br>School District of Philadelphia | Philadelphia |
| 11. | St. Louis Community College at Forest Park | St. Louis |
| 12. | Teachers, Inc. | Teachers, Inc. |
| 13. | University of New Mexico | New Mexico |

## ALLEN UNIVERSITY

**Columbia, South Carolina**

Setting:

**Urban**
**Southeast**
**Region IV**

Organizational Structure:

During the three years of funding, the Allen pilot was conducted under the University's Office of Federal Projects, Division of Education, and in the final project year was responsible to the Office of the Academic Dean with indirect responsibility to the Division of Education and the Business Office.

Key Features:

**Prioritized training**
**Levels of competence**
**Skill development**

The training priority in the Allen project was on building the intern's skills in establishing rapport with children and adults. A key feature of the pilot was its approach to the curriculum. The skills and knowledge associated with each CDA Competency were grouped into six training modules, called dimensions, each of which was assigned a certain percentage of the total curriculum. Within each dimension there were five graduated levels of competence. The interns moved through these levels, developing progressively more complex skills and achieving greater integration of knowledge and skills.

## BEMIDJI STATE UNIVERSITY
Bemidji, Minnesota

Setting:

**Rural**
**North Central**
**Region V**

Organizational Structure:

The Bemidji pilot was one component of the Child Development Training Program (CDTP), an adjunct of the University's Division of Education. Other programs under the CDTP were the HSST/CDA program and a Learning Package Program. During the first year of funding, the CDA pilot operated as a separate unit of the CDTP. HSST/CDA and the CDA pilot were operationally combined during the remainder of the pilot project. A key college official served as the institutional representative, providing a linkage between the CDTP and the institution and faculty.

Key Features:

**Personalized one-to-one training**
**Bicultural**

An important feature of the Bemidji pilot was the educational philosophy supporting the teaching/learning process. Bemidji adopted a humanistic, "people-oriented" approach to CDA training. Emphasis was placed on the quality of the field advisor/intern relationship and the building of trust. The interns took an active role in all aspects of the program. They helped define the field advisor role and participated in the interviewing and selection of new interns and advisors.

A learning package program facilitated study for Bemidji interns located in remote areas; however, this method was just one of many learning alternatives open to the interns. Focus was on individualizing, or "personalizing," the program for each intern. Field advisors made weekly site visits, conducting extensive individualized pre- and ongoing appraisals with the intern as a regular part of training.

## CALIFORNIA STATE COLLEGE
California, Pennsylvania

Setting:

**Urban/rural**
**Northeast**
**Region III**

Organizational Structure:

The California pilot was sponsored by California State College, one of 14 state colleges and universities in the Pennsylvania higher education system. Also located on campus and sharing in activities of the pilot project was the Western Pennsylvania State Technical Assistance and Training Office (STATO).

Key Features:

**Training of trainers**
**Individualized problem-solving**

The California pilot was a training-of-trainers model. In Phase I, field advisors were trained in both CDA and supervision competencies. During Phase II, people successfully completing CDA training in turn trained others.

Another feature of this pilot was an individualized problem-solving approach used by the intern to overcome barriers to competence. The intern and field advisor approached the barriers identified during the initial and ongoing appraisals by developing a training plan. The training plan model developed at California State involved the intern in a series of steps in which the rationale for change, goals, behavioral objectives, strategies, and plans for documentation of competence were outlined. Brainstorming techniques were used in developing the list of suggested strategies.

## COMMUNITY COLLEGE OF DENVER

**Denver, Colorado**

Setting:

**Urban/suburban**
**Midwest**
**Region VIII**

Organizational Structure:

Initially, the Denver pilot involved the three campuses of the Community College of Denver. Early in the second funding year, however, the pilot moved to the North Campus, where it was placed under the Early Childhood Education Program, a component of the College's Community and Personal Services Division.

Key Features:

**Center teams**
**Cluster concept**
**Multi-field placements**

The Denver pilot placed a high priority on field-based training, 90 percent taking place on-site. Establishing criteria for the selection of field sites took precedence over intern selection. Once a wide variety of field sites had been chosen, the interns employed in those settings who were committed to CDA training were selected. In this way interns could be clustered for training--

another key feature of the Denver pilot. Also in accord with the field-based model was the "center team," made up of a field advisor, a center supervisor-trainer, and the intern. Field advisors were matched to field sites according to ethnicity, linguistic ability, and geography. Interns gained experience in three types of centers through exchange placements and summer work.

## ERIKSON INSTITUTE FOR EARLY EDUCATION
### Chicago, Illinois

Setting:

Rural
Cross-Regional
Indian and Migrant Programs
  Division

Organizational Structure:

The Erikson pilot was a cooperative endeavor between the Erikson Institute and the eight offices of Indian Child Services (OICS). The training was carried out on Indian reservations throughout the United States.

Key Features:

Training of trainers for
  American Indian Programs

The pilot focused on a training-of-trainers approach, with Erikson Institute core trainers responsible for the principal training activities. Local field advisors (CDA specialists), Head Start center directors, or OICS personnel then provided the local training for the interns and worked with colleges to develop programs that would meet the CDA Training Criteria. Field advisors were introduced by the Erikson trainers to a problem-solving approach as a method for working with their interns and with the local communities to define goals, develop strategies for resolving problems, and develop local resources.

The Erikson pilot also delineated a set of specific competencies for teachers of young Indian children.

## FALL RIVER CITIZENS FOR CITIZENS, INC.
### Fall River, Massachusetts

Setting:

Urban/suburban
Northeast
Region I

Organizational Structure:

The Fall River pilot was administered by Citizens for Citizens, the local community action agency. The pilot functioned as a component program of the community action agency and was sponsored by Head Start programs, public schools, the model cities agency, and mental health associations. A purchase-of-service relationship with local colleges was developed for select academic training courses. Colleges included Bank Street, Roger Williams, Bristol Community, and the University of Massachusetts.

Key Features:

**Teachers as trainers**
**Module-course combination**

The key feature of the Fall River pilot--a teachers-as-trainers approach--reflected the high level of community involvement. This challenging concept involved the use of teachers from each sponsoring agency as on-site field advisors. The concept expanded in the second and third years of the pilot to include center directors and educational coordinators as well. The approach necessitated the implementation of a training-of-trainers component (trainers met weekly or bi-weekly) and the development of a handbook for trainers. Another key feature at Fall River was the use of a module-course combination to facilitate individualization and integration of academic content and field experiences. A set of 11 modules was developed for use in five courses.

## HAWAII: HONOLULU COMMUNITY COLLEGE UNIVERSITY OF HAWAII AT MANOA

Setting:

**Urban/rural**
**West**
**Region IX**

Organizational Structure:

The Hawaii pilot was funded cooperatively at Honolulu Community College and the University of Hawaii at Manoa. During the two years of the Community College's participation in the project it was located in the Department of Education. The University of Hawaii at Manoa became the pilot grantee during the last year of the project, providing the support of administrative staff, researchers, curriculum specialists, and teacher-trainers. The pilot was carried out by the State Training Office in cooperation with the Curriculum Research and Development Groups of the University's Department of Education.

Key Features:

**Multi-ethnic**
**On-site mini-trainers**
**Module development**

Due to factors of geography and travel, the Hawaii project was highly field-based. Assisting faculty and project staff who traveled to interns' sites were on-site mini-trainers, who were head teachers and educational coordinators on the staff of the centers. Academic content for interns from neighboring locales was provided in large group meetings called "seminars." These seminars were augmented by small-group center-based workshops.

Development of modules was also a key feature in the Hawaii pilot. A total of 28 modules covering a wide range of topics and pertinent to working with a multi-ethnic population were developed.

## IDAHO CONSORTIUM: BOISE STATE UNIVERSITY
Boise, Idaho

## IDAHO STATE UNIVERSITY
Pocatello, Idaho

Setting:

**Rural/urban**
**Northwest**
**Region X**

Organizational Structure:

The Idaho Consortium was a statewide organization of state agencies, educational institutions, and public school systems. The pilot project sponsored by this organization was carried out jointly by Boise State University and Idaho State University. The Departments of Education at both institutions worked in cooperation with project staff to provide academic and field-based training.

Key Features:

**Diagnostic appraisals**
**Self-selected study**
**Team training**

A key feature of both Boise State and Idaho State was the extensive use of initial and ongoing appraisals as a means of diagnosing competence. These procedures, when coupled with extensive use of learning modules, contributed to a high level of individualization. For example, in one semester, 25 interns at Idaho State were working and studying in 20 different modules. Another key feature of the Idaho pilot was the teaching of academic content through minicourses or follow-up module workshops and small-group seminars. Interns could individually decide on participating in these seminars, workshops, and presentations. Idaho State featured a guidance-oriented CDA staff team approach.

## OKLAHOMA: EASTERN OKLAHOMA STATE COLLEGE
**Wilburton, Oklahoma**
## OSCAR ROSE JUNIOR COLLEGE
**Oklahoma City, Oklahoma**

Setting:

**Rural/urban**
**Southwest**
**Region VI**

Organizational Structure:

The Oklahoma pilot was funded at Eastern Oklahoma State College during the first two years of the project, where it was administered as a special project within the Office of the Academic Dean. During the third year of the pilot, Oscar Rose Junior College served as the grantee. The Oklahoma pilot worked in cooperation with the State Vocational-Technical Office, the Office of Children's Services, and a statewide advisory group. When the project moved to Oscar Rose, the advisory council expanded to include all Oklahoma two-year institutions with early childhood programs.

Key Features:

**Mini-courses with field component**
**Units of instruction**

The approach taken to implement CDA training in Oklahoma was through a series of on-campus "mini-courses." Forty hours of classroom instruction followed by 80 hours of field experiences were completed for each course. Field experiences were provided through the daily supervision of a local teacher-trainer, supplemented by monthly visits from the project field advisor. The Oklahoma pilot developed and refined a series of self-contained units-of-instruction for each content area.

## PHILADELPHIA: COMMUNITY COLLEGE OF PHILADELPHIA
## RESEARCH FOR BETTER SCHOOLS, INC.
## SCHOOL DISTRICT OF PHILADELPHIA
**Philadelphia, Pennsylvania**

Setting:

**Urban**
**Northeast**
**Region III**

Organizational Structure:

Sponsored by three agencies, the Philadelphia pilot was responsible to a policy board consisting of one representative from each sponsoring agency. Academic courses and credit were provided by the College; the School District supplied space and support within the administrative offices of the distict's child care agencies; and Research for Better Schools provided office equipment, materials, and consultation to the project personnel. The project staff, while hired by the co-sponsoring agencies, reported to a project director.

Key Features:

**Module development**
**Use of resource instructors/ facilitators**

A key feature of the Philadelphia pilot was the development of new training curricula and materials in the form of a series of modules for each of seven units, each unit covering different CDA Competencies. Each module consisted of three types of activities: learning, field, and checking. Learning activities involved academic content, and field activities required the intern to apply that content in the field. Checking activities provided the intern with an opportunity to self-check his or her own learning.

There were two principal trainers--a resource instructor and the field advisor. The resource instructor served as a facilitator in helping the interns work through the self-instructional training modules in weekly on-campus academic sessions. The field advisor assisted with follow-up activities in the classroom.

## ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

### St. Louis, Missouri

Setting:

**Urban/suburban**
**Midwest**
**Region VII**

Organizational Structure:

The St. Louis pilot was developed and conducted by three groups: the Educational Confederation, a consortium of 20 member schools and organizations; the Child Day Care Association, an umbrella organization; and St. Louis Community College. The project was administered by the College's Department of Human Services, Division of Social Services.

Key Features:

**Trainer as model**
**Student support group**
**Module development**

30

St. Louis pilot staff had a major commitment to be "model teachers"--to teach in the manner they wanted their interns to teach. They were also committed to the active involvement of the intern in training and to the individualization of training through extensive module development. Module development served a double purpose in that the task became part of the staff training process. Another key feature at St. Louis was a focus on the "student support group." Goals were for interns to learn to understand one another and to help one another become competent CDAs. They were brought together for one three-hour session per week in order to accomplish these goals.

## TEACHERS, INC.
### New York, New York

Setting:

Urban
Northeast
Region II

Organizational Structure and Key Features:

The CDA project at the Teachers, Inc. was sponsored by a private, non-profit training organization in conjunction with a special bachelor's degree program of Antioch College. Fifty interns were trained to work in preschool programs that serve inner-city Black and Spanish-speaking communities.

(Teachers, Inc. Documentation Report was not available. The above information was taken from The CDA Program: The Child Development Associate, A Guide for Training, Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1973, p. 69. The following chapters do not include information on Teachers, Inc. The organization is no longer in existence.)

## UNIVERSITY OF NEW MEXICO
### Albuquerque, New Mexico

Setting:

Rural/urban
Southwest
Region VI

Organizational Structure

The New Mexico pilot was housed in the Department of Elementary Education, College of Education. The project also communicated with other colleges and divisions within the University, particularly the Department of Continuing Education.

Key Features:

**Bilingual/bicultural**
**Block teaching**
**Clinical assistants**

The New Mexico pilot emphasized a bilingual/bicultural focus in its education and training program. Principally, the project concentrated on the children in the participating centers--their growth and learning in all areas. The goal of training was to teach the interns to integrate the children's language, culture, and heritage in the daily activities and experiences of the center. The training program at New Mexico was characterized by several interrelated components that facilitated the individualization of training. Academic content was presented in a series of block courses reflecting various disciplines in on-campus seminars. Clinical assistants, who worked with the interns on-site, participated in the seminars and thus served to facilitate the integration of academic content and field experiences. These clinical assistants were specially trained by the pilot staff.

## C. SUMMARY

This chapter has presented a descriptive picture of each CDA pilot training program. The setting, organizational structure, and key features of each pilot's approach to CDA training were highlighted to describe the uniqueness of each project as well as the broad mix of agencies and institutions funded to carry out CDA training.

The chapters that follow describe the pilot projects and their training approach in relation to various CDA Training Criteria, including consideration of similarities as well as unique approaches that were developed.

# Chapter III:
# Program Development and Implementation: A Dynamic Process

## Section 1: Introduction

As described in Chapter I, the CDA pilot projects were an integral part of the CDA program from its inception. The total CDA concept involved three dimensions:

1) Specifying the CDA Competencies

2) Developing innovative training methods to help people acquire the CDA Competencies

3) Developing procedures for the assessment and credentialing of CDA candidates based on the CDA Competencies.

Once the task force had specified the Competencies, the remaining objectives were: training, assessment, and credentialing.

The 13 pilots were funded to develop innovative approaches to CDA competency-based training, and the CDA Consortium was funded to develop the assessment and credentialing procedures. The pilot projects cooperated with the CDA Consortium during the development and field testing of the CDAC Credential Award System.

### A. CDA TRAINING GUIDELINES

Although the pilot projects were to develop unique approaches to CDA competency-based training, they were at the same time to share some common characteristics by following certain CDA Training Guidelines. These Guidelines, developed by the Division of Program Development and Innovation under the direction of Dr. Jenny W. Klein, Director of Educational Services, were based on the following assumptions:[1]

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[1] Klein, Jenny W., and Weathersby, Rita. "Child Development Associates: New Professionals, New Training Strategies." Children Today, September-October 1973.

1) Education of adults should provide for individual differences in experience and learning needs.

2) Supervised field experiences are valid and important avenues to learning and provide opportunities for making direct application of knowledge.

3) Length of time in training should relate to individual needs in acquiring and demonstrating competence.

Based on these assumptions, the Training Guidelines for the pilot projects specified by the Administration for Children, Youth, and Families were:

- The training should be based on the CDA Competencies and should lead to their acquistion.
- Academic content and field work should be an integrated set of experiences.
- Fifty percent or more of the intern's total training time should be spent in supervised field work.
- Training should be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies.
- Training should be flexibly scheduled so that length of training time varies according to each intern's rate of acquisition of the CDA Competencies.

In addition, even though the CDA credential would be awarded on the basis of demonstrated competence, the pilots were expected to make every effort to work with cooperating institutions of higher education to provide valid academic credit for CDA training.

These Guidelines were later designated as "CDA Training Criteria" and became part of the ACYF policy requirements for incorporating CDA training into HSST programs for approximately 5,000 Head Start classroom staff.[1]

The CDA Training Criteria were a major departure from traditional training. The differences are presented graphically in Figure 3-1[2] and provide an overview of the initial and long-range tasks faced by pilot staffs in developing and implementing CDA training.

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[1] See OCD Instruction I-33-324-1 on Head Start Supplementary Training Policy. OCD-TN-73.2 (2-23-73) pages 4 and 5, for Option A training specifications.

[2] Based on information in The CDA Program: The Child Development Associate, A Guide for Training. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1973, page 52.

*Figure 3–1*

## DIFFERENCES BETWEEN CDA TRAINING AND TRADITIONAL TRAINING

| | *TRADITIONAL TRAINING* | *CDA TRAINING* |
|---|---|---|
| 1. Entry | Standards set by institution—entrance examinations, high school diploma. | Open eligibility—Intern must be at least 17 years old or have high school diploma; must meet local health requirements for working with children. |
| 2. Structure of Academic Course Work | Stipulated for all students. | *Individually* designed to meet each intern's needs. Each intern given an initial entry appraisal to determine his/her strengths or training needs with respect to the Competencies. |
| 3. Relationship of Theory to Practice | Academic work includes child development, teaching methods, and general academic requirements, such as history, science, sociology. General academic work usually precedes education courses. Field experiences usually limited in duration. | Academic theory thoroughly integrated with field experiences. Both academic and field experiences based on specific set of Competencies designed for CDAs—the skills and behavior required for people working with young children. |
| 4. Time | 2-4 years. | Varies according to intern's progress. Two years an expected maximum for obtaining the Competencies. |
| 5. Field Experience | Usually includes practice teaching of short duration that follows academic training. | Academic and supervised field work occur simultaneously. Field work comprises at least 50 percent of training. |
| 6. Exit | Standards established by the institution—completing the academic program with acceptable or satisfactory grades. | Standards met by successful acquisition of the CDA Competencies. Assessment of demonstrated competence executed by the CDA Consortium through its Credential Award System. |
| 7. Certification | Degrees, certificates, or credentials awarded to student by institution. | Child Development Associate credential awarded to intern by CDA Consortium. |
| 8. Institutions Involved | Colleges, community and junior colleges, and universities. | Colleges, community and junior colleges, and universities—in cooperation with, and in addition to, wide variety of other organizations interested in training for child care staff. |

## B. ADMINISTRATION AND MANAGEMENT GUIDELINES

In addition to the guidelines for training, ACYF also provided the pilot programs with guidelines and suggestions for:

- Establishing institutional arrangments
- Establishing advisory boards
- Selecting trainees
- Selecting field placement settings.

The pilots were encouraged to work cooperatively with a number of institutions and agencies in defining the tasks to be accomplished and in designating and sharing responsibilities for different phases and activities of the project--materials development, training, technical assistance, obtaining credit, etc. This guideline was in keeping with the long-range goal of the CDA thrust--to provide high-quality care for all children--a goal necessitating the involvement and support of child care agencies, state and local governments, colleges, universities, and other training organizations.

The establishment of advisory boards by the pilots was also part of the long-range CDA goal for involvement of many people in the provision of high-quality child care. The role of the advisory board was conceived as an active one. Made up of parents, interns, and representatives of academic and community groups, the board would help in the development, review, and operation of the pilot.

Three minimum standards were set by ACYF for the selection of pilot interns. The interns should:

1) Reflect the ethnic and racial population they would be expected to serve

2) Be at least 17 years old or high school graduates

3) Meet local health requirements for working with young children.

Since the assumption was made that CDA training is appropriate for a wide variety of backgrounds and ages, pilot interns were to represent that wide variety: employed, unemployed; experienced, unexperienced; young, old; male, female; and staff of Head Start, public, and proprietary early childhood/child care centers.

Guidelines for choosing settings for field placement included suggestions for types of centers, center staffing patterns, and interactions with field site staff when the intern's major field placement was also the place of his/her employment. Guidelines stipulated that field settings provide good examples of developmental programs for young children age three to six; that center staff members be good models for interns, and that the interns be provided with the opportunity to be responsible members of the center staff team.

## C. ORGANIZATION OF CHAPTER III

The remainder of this chapter is organized into the following sections:

- Administration and Management
- Curriculum Development
- Curriculum Implementation

Information is provided on how the pilot staff designed, developed, and implemented their unique approaches to CDA training and program management in keeping with ACYF guidelines. Programs are grouped according to commonalities and uniquenesses with respect to these guidelines. In some cases individual pilots are cited for purposes of clarity and understanding. At other times the pilots are grouped together and general statements made.

# Section 2: Administration and Management

Organizational development, both institutional and programmatic, was an important first task to be undertaken by the pilot staff and by administrative and faculty personnel in the respective grantee agencies and institutions. The CDA pilot in many respects represented a new phenomenon for the established organizational structures of the various agencies and institutions. Its emphasis on academic training and education combined with job-based field experiences required that new organizational structures, staffing patterns, and systems for the delivery of educational services be created.

The initial management and organization tasks undertaken by each of the 13 pilots were many and were often peculiar to the unique circumstances of the grantee institution, the surrounding community, and the population of child care personnel to be served. However, a number of similar activities and actions were undertaken by all the pilots as a necessary first step to launching the effort. These included:

1) Establishing institutional/program structures and relationships

2) Recruiting, selecting, and training project staff

3) Organizing an advisory board

4) Conducting program development.

## A. ESTABLISHING INSTITUTIONAL/PROGRAM STRUCTURES AND RELATIONSHIPS

The grantees for the pilot projects were for the most part educational institutions. Four grantees--Teachers, Inc., Fall River, Erikson, and Philadelphia--were community-based organizations. The Idaho Consortium was an educational research and development organization representing higher education institutions, public schools, and other state agencies. Idaho State University and Boise State University served as delegate agencies for the administration of the Idaho pilot. The Philadelphia project was a cooperative effort of three community groups.

The pilot projects in educational institutions were generally housed in departments concerned with teacher education or were placed in special units reporting to the departmental or divisional chairman or dean. The pilots operating in community agencies generally functioned as independent projects reporting to the agency director or an advisory board.

Figure 3-2 indicates the organizational relationships, patterns, and structures of the various pilots to their grantee institutions or agencies and the administrative/supervisory lines.

As indicated in Figure 3-2, relationship patterns differed according to whether the project was administered through an institution of higher education or independently. Project/institutional relationships were departmental, departmental support, and special units.

1) Project/Institutional Relationships

- Departmental

  In six of the projects--California, Denver, Hawaii, (Honolulu Community College, Idaho (Boise State University), St. Louis, and New Mexico--the pilots were conducted by established departments or divisions of education. Projects in this category were operated by project staff and faculty reporting to the department chairperson or dean of the division.

- Departmental Support

  Two of the projects--Allen and Oklahoma (Eastern Oklahoma State College)--operated under the auspices of the Office of the Academic Dean, with administrative and supervisory lines extending to this office.

*Figure 3–2*

## PILOT PROJECT–AGENCY/INSTITUTIONAL RELATIONSHIPS

| *PILOT* | *GRANTEE* | *DEPARTMENT* | *ADMINISTRATIVE/ SUPERVISORY LINE* |
|---|---|---|---|
| Allen | Allen University | Office of Federal Projects[1] | Academic Dean |
| Bemidji | Bemidji State University | Child Development Training Program[2] | Institutional Representative, Division of Education |
| California | California State College | Division of Education | Chairperson |
| Denver | Community College of Denver | Early Childhood Education Program; Community and Personnel Services Division | Chairperson |
| Erikson | Erikson Institute for Early Education | | Institute Director(s) |
| Fall River | Fall River Citizens for Citizens, Inc. | | CAA Director |
| Hawaii | Honolulu Community College; University of Hawaii at Manoa[3] | Curriculum Research and Development Group, College of Education | State Training Officer |
| Idaho | Idaho Consortium Council for Educational Development and Research | Boise-School of Education, Idaho State University Consortium | Dean; Executive Director, Idaho Consortium |
| Oklahoma | Eastern Oklahoma Oscar Rose Junior College | Office of Academic Dean | Academic Dean |
| Philadelphia | Community College of Philadelphia; Research for Better Schools; School District of Philadelphia | | Member, Policy Board |
| St. Louis | St. Louis Community College at Forest Park | Department of Human Services, Director of Social Science | Chairperson |
| New Mexico | University of New Mexico | College of Education | Dean |

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1. Later transferred to the Division of Teacher Education and the Office of the Academic Dean.
2. The CDTP was a special unit comprised of CDA, HSST, and the Learning Package Program.
3. Honolulu Community College 1973-1975; University of Hawaii at Manoa, March-September 1975.

- Special Unit

  The Bemidji and Hawaii (University of Hawaii at Manoa) pilots were conducted under specially established units at the respective institutions. The Bemidji project was conducted as part of the Child Development Training Program. The University of Hawaii at Manoa project was operated by the Head Start State Training Office in cooperation with the Curriculum Development and Research Group of the College of Education.

2) Independent Projects

   Erikson, Philadelphia, and Fall River were operated as independent projects with administrative/supervisory relationships to the agency or institute director--or to the policy board in the case of Philadelphia.

The departmentally based projects were conducted to a large degree as part of the regular academic program of the institution. Faculty and institutional services were made available to the CDA project. Similarly, pilots in the departmental support category obtained institutional support through the office of the administrative dean and through coordination with the various departments of the institution. Projects operated by community agencies established relationships with nearby colleges and universities, often on a fee-for-service basis for academic courses and credits.

While a number of changes occurred in all the groups that sponsored pilots, those pilots that operated within departmental structures indicated that they received a particularly wide range of support and services. In addition, changes in educational programs, curricula, and institutional delivery occurred as a result of the pilot projects. In several grantee institutions CDA competency-based training courses are now part of the permanent curriculum.

## B. RECRUITING, SELECTING, AND TRAINING PROJECT STAFF

The recruitment and selection of staff by each pilot was one of the initial tasks undertaken immediately following funding. The project directors for the pilots were identified during proposal submission; thus they were able to begin work upon award of the grants. In most instances, other training, education, and curriculum development personnel were hired after the funding of pilot projects.

With the exception of four projects, the original project director remained with the pilot until completion in 1976. The original director at Allen was replaced by the assistant director during the first month of the project. The directorships of the pilots at Oklahoma and Hawaii changed hands as a result of a transfer of the projects to new institutions for the final year (1975-76).

The recruitment and selection of instructional and field staff of some pilots was carried out as a joint endeavor between the project director and the administrative or agency director. In others, the advisory board, Head Start directors, and interns were part of the review and selection committee.

Criteria established by each of the pilots for the selection of project staff were fairly similar across the projects. The criteria took into account the proposed project plan and delivery system, geography, and the population of interns. Specific selection criteria designated by the pilots included:

- Acceptance of the Head Start philosophy: Providing a developmental program for childrem to include health services, education, social services, and parent involvement components.
- Acceptance of the CDA concept: The concept of competency-based training, and the CDA Training Criteria.
- Contribution to ethnic heterogenity: This criterion was established by pilots that expected to address the needs of a variety of ethnic groups, including bilingual/bicultural and other minority members in the intern and community population.
- Quality and content of child care experiences: Both academic and experiential knowledge of child care and child development programs.
- Understanding and acceptance of the institutional philosophy: This criterion was indicated by pilots housed in community college settings.
- Academic background: This criterion varied from minor emphasis to requiring a master's or more advanced degree in response to established institutional requirements.
- Ability to be a role model.
- Willingness to increase one's own competency level.
- Ability to be supportive of the intern.
- Skills in relating to adults with varied educational, economic, and ethnic backgrounds.

The procedures used by the pilots for the recruitment and selection of staff differed widely. In institutionally based projects, such as St. Louis, Allen, Oklahoma, Denver, Hawaii, Idaho, and New Mexico, staff selection was a joint endeavor between the project director and administrative head of the department or division where the project was housed. At Bemidji, selection of field advisors included the participation of interns in the writing of job descriptions. In non-institutional projects, selection procedures included the participation of the agency director, the project director, and advisory board members.

In many cases, staff selected to conduct formal academic courses were required to meet established institutional requirements for faculty appointments; institutional requirements also had to be met for the granting of academic credit for courses offered. In certain of the non-institutional projects, such as Fall River, qualified project staff were granted nonpaid faculty status in the local colleges that worked with the project.

Generally, there was a project director who served as a liaison between the pilot and the grantee agency/institution; participated in training and/or field supervision; conducted planning, coordinated, and evaluated activities; and performed other administrative tasks. Some pilot programs (Allen, Fall River, New Mexico) had another staff person who supervised curriculum development (an assistant director, curriculum specialists, etc.) or conducted training in both the academic and field experience components. All pilot projects had at least one person responsible for field experiences. Additional staff occasionally consisted of center-based trainers (Denver, Erikson, Fall River, Hawaii), audiovisual assistants (Allen, Oklahoma), and secretarial support staff.

The job roles, descriptions, and patterns of terminology differed among the pilots. Figure 3-3 depicts the more common job titles used by the various projects for academic and field staff and the CDA interns.

Changes in project staff occurred throughout the course of the pilots, as a result of either turnover or expansion of the project. It was therefore necessary to make provision for the ongoing orientation and training of new staff throughout the course of the pilots. Pilot staff, especially field advisors, left their jobs for four principal reasons: promotion; to pursue further education; the rigors of time or travel associated with the job; personal factors.

The number of staff and the organizational pattern of the pilot projects varied widely, depending on the requirements of the grantee agency or institution, the proposed training plan, the number of interns, geographical distances, and the project funding level. ACYF recommended to the projects a ratio of one field advisor to 12-15 interns.

A basic staffing pattern consisting of the project director, a field advisor, secretarial support, and an academic instructor was common across projects. Variations from this pattern usually resulted from need: Erikson employed two educational psychologists as researchers; Hawaii hired part-time field advisors and mini-trainers at the child care center; New Mexico used an education specialist to assist field advisors; and Denver appointed a project site committee at each field site. Several of the pilot projects also used outside consultants, media specialists, learning resource center personnel, and faculty to assist in curriculum and materials development.

One of the principal reasons indicated by pilot projects for changes or increases in staff was an increase in the number of participating interns and agencies. Both the sheer numbers and the geographical location of interns dictated the employment of either full- or part-time field advisors. To augment funded positions, a number of the projects--Fall River, Hawaii, and California used head teachers and educational coordinators as field advisors for the job-based training areas. In Bemidji and Erikson such employment of local staff resulted from overall expansion of the number of interns in the program.

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*Figure 3–3*

## PILOT TERMINOLOGY FOR JOB ROLES

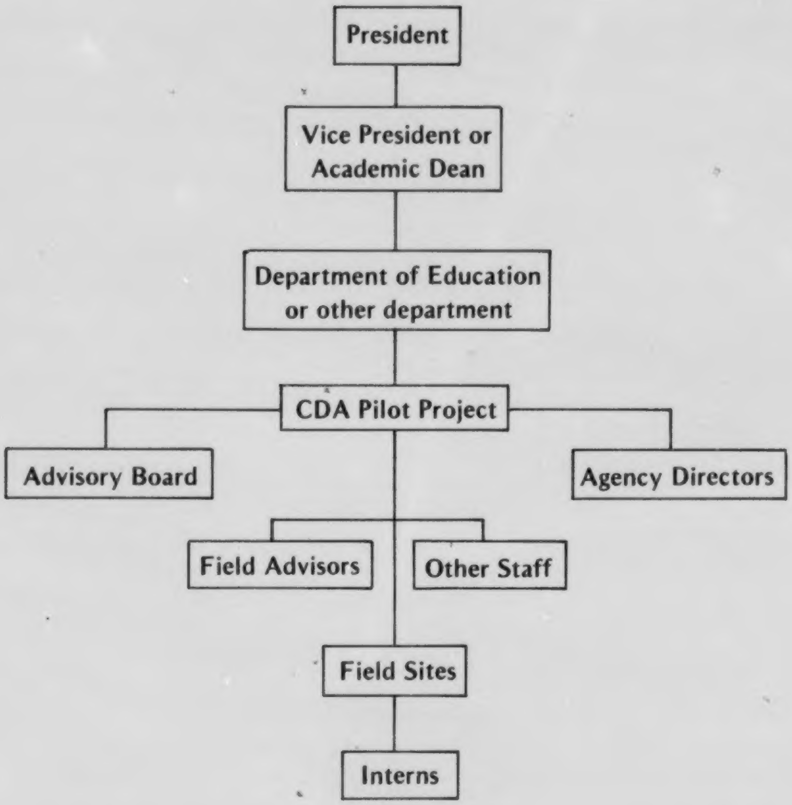
| *PILOT PROGRAM* | *INTERN* | *FIELD ADVISOR* |
|---|---|---|
| Allen | Student | Field Supervisor |
| Bemidji | Candidate | Field Advisor |
| *California | Trainee | Supervisor |
| Denver | Trainee | Trainer/Coordinator |
| *Erikson | Trainee | CDA Specialist |
| Fall River | Trainee | Field Trainer |
| Hawaii | Trainee | Trainer, Field Supervisor |
| Idaho | | |
| • Boise State University | Trainee, Candidate | Supervisor/Instructor |
| • Idaho State University | Trainee | Field Trainer |
| Oklahoma | Trainee | Trainer/Supervisor |
| Philadelphia | Trainee | Trainer/Developer |
| St. Louis | Trainee | Trainer |
| New Mexico | Participant | Clinical Assistant |

** = Training-of-Trainers model.*

Typical organization and staffing patterns for pilots within the four types of grantee agencies and institutions are depicted here.

*Figure 3–4*

DEPARTMENTAL GRANTEES


President
Vice President or Academic Dean
Department of Education or other department
CDA Pilot Project
Advisory Board
Agency Directors
Field Advisors
Other Staff
Field Sites
Interns

Allen, Idaho (Boise State University), and New Mexico were directly under the Department of Education. Denver, St. Louis, and Hawaii (Honolulu Community College) operated under Departments of Community and Personnel Services or Divisions of Human Services.

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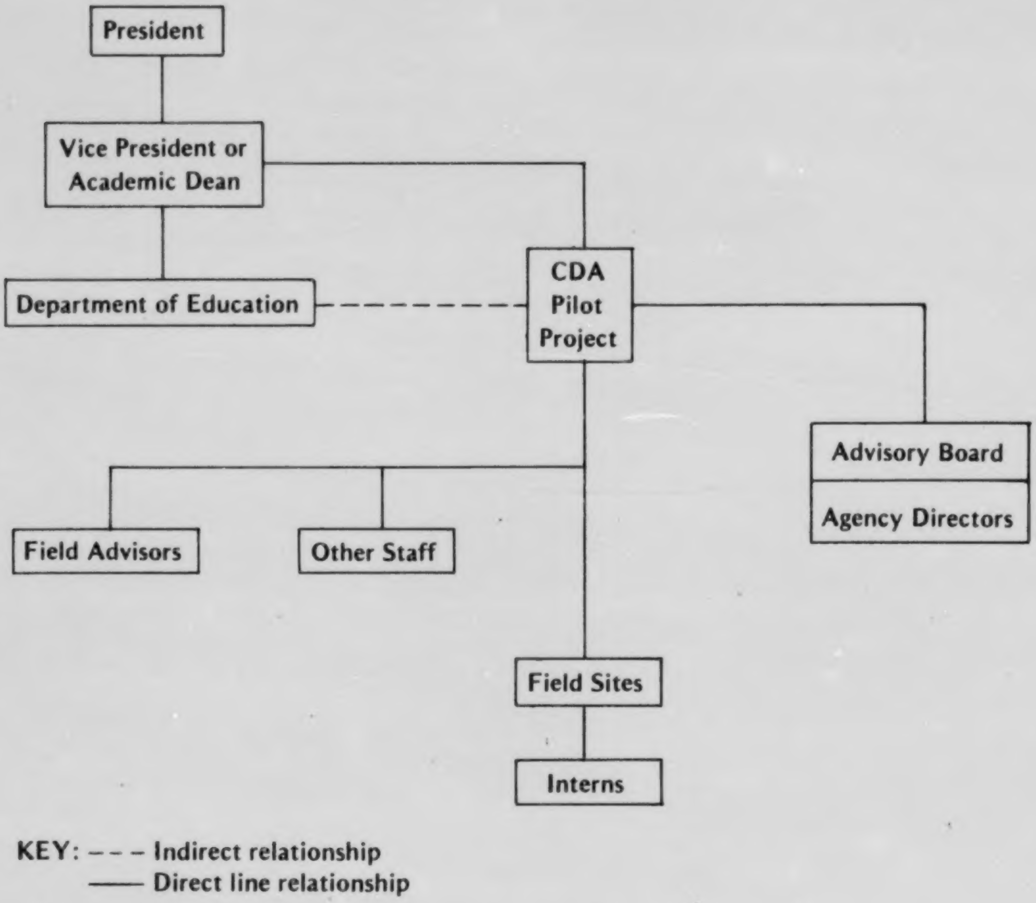
*Figure 3–5*

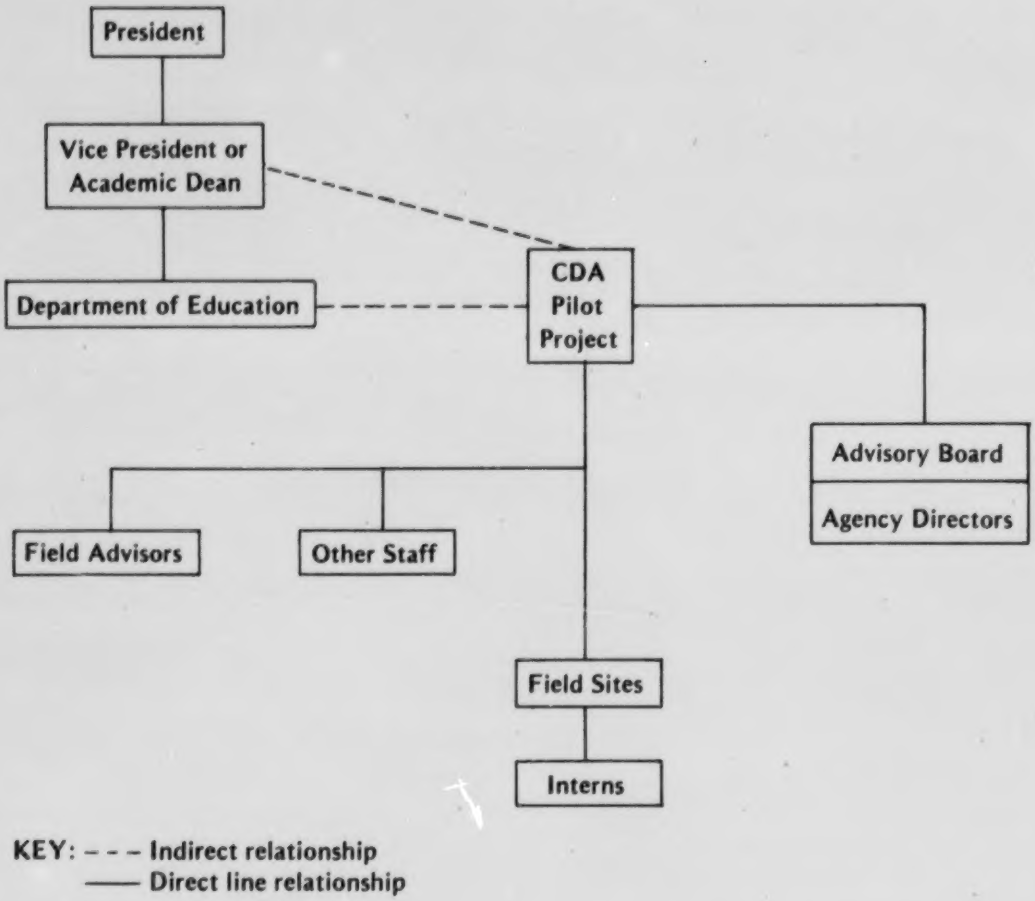
## DEPARTMENTAL SUPPORT GRANTEES


President
Vice President or Academic Dean
Department of Education
CDA Pilot Project
Advisory Board
Agency Directors
Field Advisors
Other Staff
Field Sites
Interns
KEY: - - - Indirect relationship
—— Direct line relationship

Two projects, Oklahoma and, later, Allen, operated under the Office of the Academic Dean, with an adjunct relationship to the Department of Education.

*Figure 3–6*

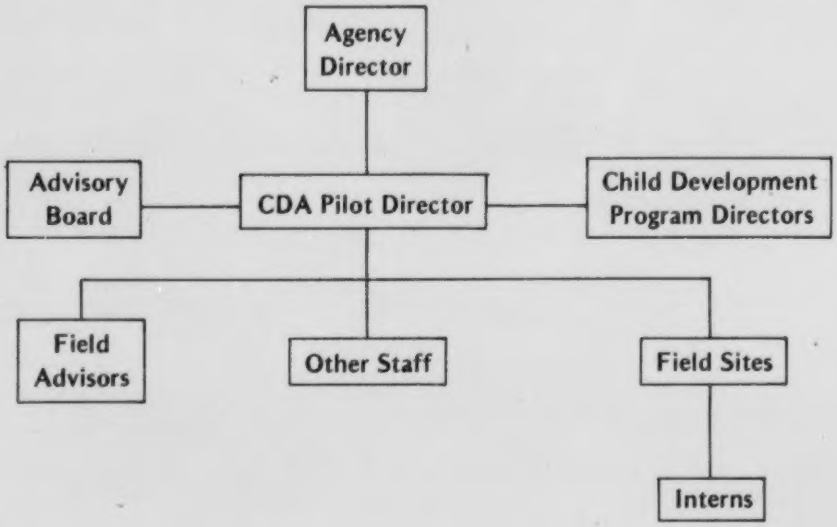
**SPECIAL UNIT GRANTEES**


President
Vice President or Academic Dean
Department of Education
CDA Pilot Project
Advisory Board
Agency Directors
Field Advisors
Other Staff
Field Sites
Interns
KEY: – – – Indirect relationship
—— Direct line relationship

Bemidji and Hawaii (University of Hawaii-Manoa) functioned as specially created units, with liaison relationships to the Department of Education through a designated departmental representative.

*Figure 3–7*

INDEPENDENT PROJECTS


Agency Director
Advisory Board
CDA Pilot Director
Child Development Program Directors
Field Advisors
Other Staff
Field Sites
Interns

**Philadelphia, Erikson, Fall River, and Idaho (Idaho State University) operated independently within the agency or institution. Philadelphia, Fall River, and Idaho State were responsible to a board outside the agency or collegiate setting.**

Changes in staff and intern populations were experienced by the pilots throughout the three years. Some staff and interns left the program because of differing personal expectations. Thus, project staffing was a dynamic process requiring ongoing orientation and training of both new interns and new field advisors.

## C. ORGANIZING AN ADVISORY BOARD

Project advisory boards were stipulated in the guidelines established for CDA pilots. Membership on these boards was to include agency directors, members of educational and social service agencies and institutions, child care program staff, interns, and pilot staff. The purposes of such boards included providing advisory input for the development and conduct of the pilot, promoting community relations and support, helping in staff and intern recruitment and selection, identifying field sites, and developing community resources.

The selection of members for the advisory board was one of the first tasks undertaken by the pilots. Although the role of advisory groups differed widely among the various projects, they were generally representative of the agencies and organizations integral to conducting the pilot project. Indicated in Figure 3-8 are the categories of membership groups represented on advisory boards.

The advisory boards, which were initiated immediately following start of the pilots, were generally involved in many of the initial aspects of planning and operations. Typically, the functions performed by advisory board members were:

- Serving as part of the planning team
- Recruiting and selecting staff
- Promoting public and community relations
- Identifying, selecting, and providing field training sites
- Recruiting and selecting interns
- Performing curriculum development
- Providing assistance as trainers
- Providing consultation to project staff
- Employing interns.

Depending on the particular pilot, advisory board members provided assistance as individuals or as a group. Generally, advisory boards held scheduled meetings frequently at the start of the pilots and on a quarterly or bimonthly basis later.

Projects such as New Mexico made extensive use of the approach of calling on advisory board members on an individual basis. Meetings of the total group were held when projectwide decisions or assistance were warranted. Others, such as Allen, Fall River, and St. Louis, used the members to gain community interaction and support for the project, particularly in obtaining field sites and other community resources. Projects such as Idaho, Philadelphia, and Allen regularly disseminated a newsletter to the advisory board members and through them to the community.

*Figure 3–8*

## CATEGORIES OF ADVISORY BOARD MEMBERS

- *State Agencies*
  - Day care licensing
  - Office of Child Development
  - Department of health
  - Department of education
  - Department of welfare
- *Head Start*
  - Director
  - Head teacher: Educational coordinator
  - State Technical Assistance and Training Officer or State Training Officer
- *Institutions*
  - Public schools
  - Trustees
  - Other institutions, colleges
- *Pilot*
  - Interns
  - Staff
- *Organizations*
  - Early childhood professional organizations
  - Private child care
  - CAP directors
- *Community*
  - Parents
  - Special child care programs

While the role of advisory boards often differed during the start-up and operational phases of the project, several projects indicated that board participation was critical, particularly in the areas of community support, intern recruitment and selection, and obtaining field sites.

Two problem areas that arose concerning board participation during the operational periods were time expenditures and scheduling of board meetings. To a lesser degree, providing regular briefings and how best to use the services of individual members when group input was not needed were other areas of concern. However, the advisory boards were a working part of the pilot effort, and through their membership--project, institutional, agency, and intern--were able to provide the broad base of support necessary to successfully carry out the pilot projects in their respective communities.

## D. CONDUCTING PROGRAM DEVELOPMENT

While each of the pilots outlined its basic approach to conducting the CDA training in its grant proposal, much operational planning was still required for start-up. Principally, the project staff and advisory board were concerned with intern recruitment and selection, identification and selection of field sites, completion of arrangements for academic credit, and completion of curriculum development tasks. (The first three of these tasks are discussed here. The last--curriculum development--is treated separately in Chapter III, Section 3.)

### Recuritment and Selection of Interns

Recruitment and selection of interns was one of the important administrative tasks performed by the pilot staff before implementation. In addition to adhering to the three ACYF criteria, all of the pilot projects established other measurements to serve as guidelines for screening interns:

a) Demographic characteristics

b) Educational attainment (High school diploma or GED required)

c) Previous work history

d) Personal references

e) Level of interest in CDA (written and/or oral statement)

f) Level of demonstrated CDA personal capacities

g) Nature of present job--such as at a child care center

h) Level of competency in communication skills.

Selecting interns from among the many applicants was usually a joint effort of the pilot staff and members of the advisory group. Most of the pilot projects--such as Denver, St. Louis, Allen, and Philadephia--had already identified a number of centers and agencies during proposal preparation from which interns could be chosen. There still remained, however, the need for a community-wide effort to obtain a broad range of applicants in keeping with selection criteria.

Staff and advisory board members in the pilots used public relations approaches to inform the community about the pilot projects. Newspaper articles, flyers, and application forms were widely disseminated by Idaho, Fall River, and Allen in community centers and child care programs. Staff members at St. Louis appeared before professional child care groups to orient potential applicants. Advisory board members distributed materials and information within their respective agencies and to the community at large. Announcements of grant awards were made by local congressional offices, and radio announcements were also arranged for in several communities. The public information effort was targeted to both employed and unemployed populations in keeping with program plans for a wide mixture of interns.

Since enrollment in each pilot was limited by funding to a specific number of interns, it was necessary to use a wide variety of screening techniques for their selection. Each pilot, depending upon its training approach, developed an application review process uniquely suited to it. Several projects, including Idaho and Allen, directly involved the advisory board in the screening process. In others, such as Fall River, Denver, Hawaii, and Philadelphia, screening was often carried out in concert with center directors.

Included among the various screening techniques evolved by the pilots were interviews, written submissions, questionnaires, survey instruments, and observations. Figure 3-9 illustrates the techniques most commonly used.

Interns selected during the first year closely conformed to ACYF and project eligibility criteria. During project operations, turnover among interns due to loss of job, resignation, or personal factors required additional recruitment efforts. In Bemidji and Fall River, project expansion necessitated significant additional recruitment and selection of interns. Finally, the transfer of programs in Hawaii and Oklahoma also required recruitment of new interns during the last year of the projects.

Some of the more prevalent problems associated with the screening and selection process identified by pilot projects included: need for more thorough screening of applicants, particularly in communication skills; personal and training difficulties caused by selection of interns with limited child care experience; ways to eliminate frustration among applicants not selected; communication regarding services and responsibilities of the pilot to interns; how to eliminate agency requirements for staff to enroll in CDA training to meet in-service training requirements.

## Selection of Field Sites

The selection of field sites was one of the more important administrative tasks undertaken before implementation. In two of the projects implementing a training-of-trainers approach (Erikson and California), the availability of a field site was a key consideration in the selection of interns. In most of the pilots, a number of potential sites, particularly Head Start centers, were identified in advance. Since field sites were integrally related to intern selection, it was often necessary to closely coordinate the two selection processes.

Since the CDA training approach required the provision of field experiences, pilot projects had to obtain training sites for all CDA interns selected, whether employed or unemployed. In some instances it was a matter of transfering selected

*Figure 3–9*

## SCREENING TECHNIQUES

| METHODS | PILOT(S) |
|---|---|
| 1. Rating scales | Denver, Philadelphia, Idaho |
| 2. Site observations | Bemidji, Fall River, Idaho |
| 3. Personal interviews | All |
| 4. Group or panel interviews | Allen, Philadelphia |
| 5. Expressions of interest—written and oral | St. Louis |
| 6. Review of present employment—training of trainers | California |
| 7. Letters of reference<br>• One if employed<br>• Two if unemployed | Philadelphia |
| 8. Self-evaluation in personal capacities | St. Louis |
| 9. Attitudinal surveys | Denver, Idaho |
| 10. Communication skills—reading and writing | Allen, Oklahoma |
| 11. Nominations by center directors | Hawaii, Fall River |
| 12. Job site<br>• Geography<br>• Lead teachers<br>• Head Start staff priority | <br>Denver<br>Idaho<br>All |

interns among sites. In others, field sites had to be obtained for interns who were unemployed. In addition, site selection often had to be related to the location of field advisors where Head Start education coordinators or lead teachers performed these functions.

Two of the pilots (Denver and Erikson) developed a number of criteria for review and selection of field sites:

- Representativeness of the center and staff in terms of demography and ethnicity
- Accessibility in relation to time, travel distance, and program budget
- Level of expressed interest of administrative staff in the CDA program
- Adequacy of facility, equipment, and materials
- Stability of staff and administrative structure
- Provision by full-time staff of at least a one-half school day for three-to-five-year-olds
- Location of center within the jurisdiction of the training institution
- Demonstrated leadership of the center in staff development.

During the course of the project, changes in field sites occurred in some of the pilots, often because of termination of trainers or changes in training personnel. Project-wide changes occurred in Hawaii due to transfer of the pilot. Concerns evidenced by pilots regarding field sites included lack of support by center administrators and lead teachers and the cost of travel and distances of sites from the training program. In some demonstration programs and centers the educational program and approach limited the opportunity for the CDA intern to acquire and demonstrate competence in the field setting.

It was the view of many pilots that close cooperation between the site administrator and staff and the CDA program should be an important prerequisite for the selection of future field sites.

### Obtaining Academic Credit

The provision of academic credit for CDA training was an enormous challenge to CDA pilot staffs during planning for the training. This was true for projects conducted by college or university grantees as well as for those conducted by community agencies or organizations. Three factors had to be overcome in obtaining credit: deficiencies in the educational background of CDA interns in relation to that of regular students; institutional entrance requirements; and obtaining credit for innovative, nontraditional education and training.

Projects directly affiliated with an educational institution, whether in a departmental, departmental support, or special unit status, had to work through the dean or chairperson of the appropriate department and the college or university registrar. Moreover, academic credit had to be related to the proposed project curriculum, particularly for formal academic courses to be offered.

Crucial to acquiring credit was the status of CDA interns in relation to the college or university requirements. Certain institutions--particularly junior and community colleges--operated on an open enrollment system. But in many four-year institutions, certain academic standards had to be met for the interns to achieve student status, unless these were waived by the institution. At Allen, registration was done using computerized cards, which were left blank of course listings until after the intern successfully completed the courses. Bemidji held credits earned in escrow (credit banks) until interns met the regular university entrance requirements.

The award of credit for courses completed differed widely among the pilots and was often directly related to the approach taken toward curriculum development. The amount of credit awarded for CDA training was also quite varied. At California and Idaho it was 10 and 64 credits, respectively. A set number of credits was not stipulated for CDA training at California. The number earned by interns during pilot operation ranged from 10 to 34, with a median of 18 (the number required for "Preschool" teachers in Pennsylvania).

The regular curriculum at Idaho State University was augmented to include two additional courses, one a practicum and one a seminar in the college of education. The overall credit arrangement at Idaho State provided for a total of 64 undergraduate and 12 graduate credits, with course requirements stipulated for each level. At Boise State University the 64 credit hours could transfer toward a B.A. degree in elementary education, and the 12 CDA graduate credits were transferable toward an M.A. degree in elementary education with a specialty in early childhood education.

Credit acquisition at Bemidji was facilitated through the intern's completion of courses in the Learning Package Program. At Bemidji, as in some of the other pilots, credits were awarded for life experience or were granted when the intern had successfully "challenged" a course or pretest of a particular module. In others, credit distribution was apportioned according to the curriculum structure--for example, one-half to one hour per module, three hours per course, or block credit for a sequence of courses. Appendix C shows the comparative features of the various crediting systems used by the pilot projects.

Closely related to credit acquisition was the transferability of credit from the training institution to another. The key variables affecting interinstitutional transferability were: type of degree sought; whether upper or lower division courses were involved; and the program structure at the receiving institution. The credits awarded by Bemidji, Hawaii, and Oklahoma were considered as electives when applied to a degree. Other pilots, such as Allen, succeeded in having the credits applied directly toward as A.A.S. or B.A. degree. At Oscar Rose, interns were encouraged to complete the CDA training and then meet the general education requirements for receipt of the A.A.S. degree.

Some projects administered by community agencies, such as Fall River, purchased courses directly from nearby colleges. Initially, two courses were offered with credit; later, the entire training sequence received credit from a four-year institution. The Philadelphia pilot worked cooperatively with the Community College of Philadelphia, thus ensuring the awarding of credit to interns.

Accomplishing the granting and transferability of credit for CDA training were continuing problems for pilot projects throughout the three-year period. The pilot project staffs felt that greater assurance of the transferability, maintenance of good records, and close coordination with institutions and certification agencies could greatly facilitate the award of credit for CDA training.

# Section 3: Curriculum Development

## A. INITIAL AND LONG-RANGE TASKS

The first CDA Training Criterion for each pilot project to meet was that the entire training program be based on the CDA Competencies and their acquisition. This guideline, although seemingly simple, carried with it implications for every component of the training program and program implementation: academic content; field experiences; integration of academic content and field experiences; initial and ongoing appraisals; and program crediting and scheduling. Each component had to relate to the development of specific competencies and to successful attainment of the Competencies as evidenced in performance. Each component had to exemplify the key concept of CDA competency-based training--the concept of demonstrated competence.

Pilot staffs had only the six broad CDA Competencies and subcategories of skills related to each*, plus an official ACYF list of Personal Capacities, in hand as they approached the curriculum development task. Designing a curriculum that would encompass the knowledge, skills, and attitudes embodied in the CDA Competencies and Personal Capacities was a difficult task. It carried with it the challenge of designing an appropriate course structure and crediting system that would be acceptable to the academic institution(s) and the academic community.

Since the CDA Consortium had not yet designed the final assessment process nor designated the Functional Areas and competency standards, the first step faced by the pilot staffs was to study the CDA Competencies specified by ACYF in detail. For in order to plan and structure the academic program as well as the delivery of that program, it was mandatory that both the CDA content and the CDA process be clearly understood.

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* See Appendix A for a complete listing.

Project staffs went about this task in different ways. Philadelphia wrote detailed statements for each of the six CDA Competency Areas. At Denver, initial group meetings to study the entire CDA concept were attended by trainers, curriculum writers, and resource developers. The six CDA Competency Areas were examined, evaluated, and compared with early childhood program syllabi and catalogue course descriptions.

The Bemidji staff involved the wider community by holding planning meetings with small groups of potential candidates, agency staff members, and college representatives to identify the competencies needed by teachers of young children in Northern Minnesota. They then compared their own list with the ACYF list. Based on this comparative analysis they added several competencies, further detailed the CDA Competency list, and ultimately developed a "Five Goal Area Competency System."

Once the project staffs had specified the content embodied in the CDA Competencies, their next task was to look at these content areas in relation to the academic programs or course structures already in place in the institution in which they were housed or in their cooperating institution(s) to determine the extent of curriculum development required.

## B. DEVELOPMENTAL STAGES

Documentation reports indicate that, with the exception of the training-of-trainers pilots, three distinct curriculum development methods emerged (see Figure 3-10).

In Method 1, it was possible for pilots to use the existing course structure, course titles, and appropriate resources already in place in the institution and develop only supplementary resource materials. This finding was the case at both Bemidji and New Mexico. At New Mexico, the pilot was housed in the department of elementary education, where academic courses covering the major CDA content (the child, the learning process, environment, program planning, and the role of the adult in the classroom) were already in the catalogue. It was further possible for pilot interns to register for courses in other departments (Chicano studies, history, home economics, etc.). Since the pilot was going to use a unique block approach to curriculum implementation that would meet CDA Guidelines for integration of academic content and field experiences, etc., curriculum development could proceed without major course restructuring.

At Bemidji, the Child Development Training Program that housed the pilot had already developed and implemented a new educational delivery system before the pilot was established. This system was a learning package program that offered features consistent with CDA training: students could proceed at their own rate, the program was field-based, and academic and field experiences were integrated. In addition, regular courses related to the CDA Competency Areas were also available to interns under the Bemidji system for individualization of training.

Under curriculum development Method 2, it was necessary for pilot staffs to develop completely new curriculum materials. However, it was possible to use the existing course structures and course titles (Allen and Denver).

*Figure 3–10*

CURRICULUM DEVELOPMENT METHODS USED BY CDA PILOT PROGRAMS

|  | *METHOD 1* |  | *METHOD 2* |  | *METHOD 3* |  |
|---|---|---|---|---|---|---|
| PILOT | Used Existing Course Structure and Course Titles | Developed Supplementary Materials | Used Existing Course Structure and Course Titles | Developed New Materials | Developed New Course Titles / Credit System | Developed New Materials |
| ALLEN |  |  | X | Dimensions |  |  |
| BEMIDJI | X | Learning Packages |  |  |  |  |
| DENVER |  |  | X | Modules |  |  |
| FALL RIVER |  |  |  |  | X | Modules |
| HAWAII |  |  |  |  | X | Modules |
| IDAHO |  |  |  |  | X | Modules |
| OKLAHOMA |  |  |  |  | X | Units of Instruction |
| PHILADELPHIA |  |  |  |  | X | Units with Modules |
| ST. LOUIS |  |  |  |  | X | Modules |
| NEW MEXICO | X | Curricula Outlines/Study Packets |  |  |  |  |

Under Method 3, both new curriculum materials and new course titles and crediting systems were developed. A number of pilots either were required to use this method, or chose to do so (Hawaii, Idaho, Oklahoma, Philadelphia, and St. Louis).

In keeping with a goal of the pilot endeavor, courses designed and curriculum materials developed reflected the uniqueness of each pilot project. Course and credit distribution information, where available, is given in Appendix C. The number of courses ranged from two to 18. Materials were variously designated as "Dimensions," "Modules," "Learning Packages," "Module Clusters," "Units of Instruction," "Curricula Outlines," and "Study Packets."

The volume of materials developed ranged from seven modules to 82 units of instruction. Formats ranged from outlines to self-contained packages complete with content, activities to be completed, forms, and audiovisual materials.

A listing of the curricula and training resources developed by the pilot projects may be found in Appendix E. These materials were in a constant state of development and revision. Revisions were based on the general reactions of interns and trainers, results of formal field tests, input from educators/ consultants, and the availability of supplementary training and resource materials. The completion of the Credential Award System as well as the delineation of the 13 Functional Areas and accompanying competency standards by the CDA Consortium also influenced the curriculum development task.

In the curriculum materials development process, only one pilot staff kept the original CDA Competency Area titles intact, paralleling each area with a module. Other pilots added topics or areas of study to the basic Competency Area list or changed the wording of the basic list. Topics most often added were: child development, children with special needs, human relations, program planning and management, communication skills, observation of children, the meaning of play, and the separate curriculum areas (social studies, mathematics, etc); however, basic competencies for CDA remained the same nationwide.

# Section 4: Curriculum Implementation

The curriculum *development* task involved the pilot projects in organizing the training progam based on the CDA Competencies and providing for valid credit. The curriculum *implementation* task encompassed the remaining CDA Training Criteria:

- Arranging the program so that academic content and field experiences would be integrated
- Ensuring that 50 percent or more of the total training time be spent in supervised field work
- Individualizing the training to promote acquisition of the CDA competencies
- Varying the length of training time and exit from the training program according to the rate of acquisition of the CDA Competencies.

Pilot projects met these Criteria in a variety of ways. In this section, their commonalities as well as uniquenesses in approach to the Criteria are discussed.

## A. INTEGRATION OF ACADEMIC CONTENT AND FIELD EXPERIENCES

This Training Criterion required pilot projects to arrange the training so that field work and academic content would constitute an integrated set of experiences. It was designed to surmount problems basic to many traditional early childhood training programs, in which students take separate courses in content areas without applying that content to work with children (or other adults). This Criterion not only provided for integration of experiences, but had to relate to the acquisition of the CDA Competencies.

## Interrelatedness of CDA Training Criteria

A study of the pilot documentation reports revealed a pattern of interrelatedness in the implementation of the CDA Training Criteria. Success in implementing one of the Criteria seemed to facilitate success in meeting another. For example, success in meeting the Criteria of supervised field experiences and individualization tended to be related to, or dependent on, whether or not the pilot had met the criterion of integration of academic content and field experiences. A curriculum implementation design used by the majority of pilots and showing this relationship may be found in Figure 3-11.

## Program Variation in Delivery of Academic Experiences

Variations in delivery of academic experiences were related to differences in geographical location as well as differences in program approach and philosophy. In Oklahoma, there was great geographical diversity, making it impractical for interns to come on campus on a weekly basis. Instead, they participated in "academic experiences" for each of the 10 courses in the project by attending one-week minimester courses, which comprised 40 hours of classroom instruction. They then followed through in the field with a number of self-contained units of instruction for each course. The field experiences component, which encompassed 80 hours of field instruction for each course, was under the daily supervision of a teacher-trainer and a monthly visit from a traveling teacher-trainer (field advisor).

Geography also played a part in Hawaii, where CDA training took place on five major islands. Academic training was provided on each island in large-group meetings called "seminars" on a monthly or semi-monthly basis. These six hours of "seminar" time were matched by six hours of on-site training, which was divided into one-to-one training and small-group center-based meetings called "workshops."

At Bemidji, the factor of geographical diversity, coupled with a philosophical difference, resulted in still another variation. In initial curriculum planning meetings, potential Bemidji interns, agency staff members, and college representatives worked on the integration issue and reached the decision that there should be a number of routes open to the gaining of academic experiences, such as:

- Completion of learning packages
- Attending two-day cluster courses
- Completion of college courses on campus or through extension
- Attending workshops or professional meetings.

Therefore, there was no single plan for every intern to follow for group academic sessions.

The approach at Fall River was to offer a two-year sequence of CDA courses, which involved weekly group academic sessions and the completion of accompanying modules. However, for those interns who were attending other college courses or who did not need the course work, the option was open to work with their field advisors on completing the modules only. Some interns

*Figure 3–11*

## CURRICULUM IMPLEMENTATION DESIGN SHOWING INTERRELATEDNESS OF CDA TRAINING CRITERIA

*Step 1.*
*INTEGRATION OF ACADEMIC CONTENT AND FIELD EXPERIENCES*

*Academic content* is introduced by pilot staffs to either large or small groups of interns at the academic institutions or selected field sites on a regular basis. At these sessions, the relationship of academic content to field experiences is discussed and curriculum materials with activities to be completed in the centers are presented, discussed, or shared.

*Step 2.*
*SUPERVISED FIELD EXPERIENCES*

Interns return to their centers and put their knowledge into practice by following through with field activities involving children and other staff.

(Field activities to be written up or reported on by interns, or observed by field advisors.)

*Step 3.*
*INDIVIDUALIZATION*

Interns participate with their advisors in the ongoing appraisal process and the development of plans for further training.

Interns are visited on a regular basis by their field advisors who observe the interns' performances and give feedback on progress.

in the latter category chose to attend the courses in order to experience and share in the group process.

In addition to weekly group academic experiences, interns at Allen were also required to spend an additional eight to ten hours per week on campus. This "study" time could be spent working independently in the CDA library, the Allen University library and audiovisual rooms or meeting individually with faculty members for:

- Counseling
- Reviewing classroom videotapes
- Discussing the field advisor's classroom observations
- Negotiating contracts related to work in modules.

Figure 3-12 shows the different plans used by pilots to provide for group academic meetings.

## Factors Contributing to Successful Integration of Academic Content and Field Experiences

Factors cited by pilot staffs as contributing to successful integration of academic content with field experiences were:

1) The nature of the curriculum materials

2) The functioning of pilot staffs

3) The overall training approach.

Both Denver and Hawaii staffs cited the fact that their curriculum materials were carefully designed to include field-based application of content. At Hawaii, the module producers were exposed to both CDA training and CDA interns, and Hawaii interns and field advisors made contributions to module format and content. Fall River staff felt that integration was easier because the academic courses were both developed and taught by CDA staff.

In several programs, the field advisors were also responsible for providing academic instruction. At Allen, CDA staff members coordinated and directed activities related to both the delivery of academic content and the supervision of field experiences. In Denver, the job description for the "trainer" incorporated the role of field advisor and academic advisor. In Hawaii, field advisors and academic instructors worked as a teaching team to provide seminars and workshops.

The approach to integration at New Mexico was to incorporate a special block method for course work on campus that used a seminar approach to content and "clinical assistants" (field advisors) who served as the link between the field and the campus. The clinical assistants worked on-site with the interns, then attended weekly staff meetings in which they went over their observations of the interns with the pilot director and the educational specialist. These staff meetings served as the basis for planning the academic content and other experiences of the seminar sessions.

*Figure 3–12*

## TYPE AND FREQUENCY OF GROUP ACADEMIC SESSIONS

| Type of Session | | | |
|---|---|---|---|
| **TOTAL GROUP** | **SMALL GROUP** | **FREQUENCY** | **TIME ALLOTMENT** |
| Allen University | | Weekly | 3 hours |
| | Denver<br>(Summer mini-courses) | Varied<br>Twice weekly | Varied<br>2½ hours |
| Fall River | | Weekly | 1 hour (1st year)<br>3 hours (2nd, 3rd years) |
| Hawaii (Seminar) | | Monthly/ semi-monthly | 6 hours<br>3 hours |
| | Hawaii (Workshops) | Monthly/ semi-monthly | 2 hours |
| | Idaho | Varied | Varied |
| Oklahoma | | Minimester | One week |
| | Philadelphia | Weekly | 3 hours |
| St. Louis | | Weekly | 3 hours |
| New Mexico | | Monthly | 3 hours |
| | New Mexico | Weekly | 3 hours |

## B. SUPERVISED FIELD EXPERIENCE

### Initial and Long-Range Tasks

The CDA Training Criterion that 50 percent or more of the training be spent in supervised field work required interns to be working staff members of early childhood centers, as either employees or volunteers. As a result, setting up and managing the field experience component required extensive initial and continuing communication between pilot and field site staffs. Arrangements needed to be made for access to the center for pilot staff; for making observations, videotaping, and working with children; and for holding on-site conferences and meetings. Formal procedures were used by some pilots in an effort to facilitate the process.

At Allen, a contract was drawn up stating specifics for both the pilot and field site. Field sites would provide:

- Opportunities for the intern to become a functioning member of the staff, assisting in the design, implementation, and evaluation of the children's program
- Assessments of the intern by the supervising teacher or other staff
- Collaboration with the pilot on the recruitment of interns
- Representation on the advisory board
- Participation in cooperatively arranged workshops by the supervising teacher.

In addition, the pilot director would attend field site directors' meetings.

The pilot would provide:

- In-service and immediate help to the field site staff as requested
- Information about the project to groups as requested
- A schedule of film showings and consultant visits for field site use and participation
- Resource reports
- Financial assistance for interns to attend professional meetings
- Statements of employment policy
- Publications resulting from the project.

In addition, the pilot agreed to do weekly observations of each intern at the field site and provide interns with necessary audiovisual aids and other materials.

The requirement by most pilots for interns to attend some type of group academic experience also necessitated negotiations with the field site centers. The Philadelphia pilot hired parents or other volunteers wishing to move into paid, professional positions as substitutes so that employed interns could be released to attend their CDA classes. New Mexico also provided release time for interns to attend on-campus seminar sessions. At Allen, where interns were required to spend considerably more time on-campus, pilot staffs rotated evening and Saturday hours so that work in the field sites would not be unduly hindered.

In order to be consistent with the traditional early childhood program at Denver, CDA interns in this project were required to have three different types of successful experiences with children aged three to five. Here, still further negotiation was needed with the field sites, since the requirements entailed setting up either exchange work experiences between interns from different agencies or centers, field experiences in the on-campus laboratory school during the summer, or summer employment in a migrant program in the area.

Once a working relationship with the field site centers was established, it was important to keep communication channels open. At Allen, coordination between the field site staff and the pilot staff was maintained through monthly meetings with the supervising teacher and the center directors. These meetings were for discussing issues and problems and offering support. Pilot staff also sent reports, schedules, and other information to the field sites on an ongoing basis. At Philadelphia, field advisors made regular contacts with each center director by holding a conference at least once a month, and pilot co-directors met on a bimonthly basis with administrators from each agency to communicate, generally, about the project's training activities.

## Types of Supervised Field Experiences

Types of supervised field experiences were fairly consistent across pilots. Figure 3-13 presents those experiences, showing the interaction between intern and field advisor according to type of experience.

### • Role and Responsibilities of the Field Advisor

In most pilots the role of the field advisor was considered to be critical to the overall success of the training program. At Bemidji, the entire approach to training was built around the field advisor-intern relationship. The relationship was [illegible] be one of cooperative decision-making concerning the pace and process of training. The basic training transaction was a weekly on-site session involving observations and one-to-one conferences and discussions.

Since the CDA concept of a field advisor differed markedly from the traditional concept of "field supervisor," pilot staffs spent time analyzing and clarifying the various roles and responsibilities involved in the concept. Figure 3-14 shows the lists of roles and responsibilities developed by three programs: Bemidji, Fall River, and Philadelphia. The lists are grouped according to commonalities of perceptions. The blanks in the chart show differences in perceptions or priorities.

*Figure 3–13*

## TYPES OF SUPERVISED FIELD EXPERIENCES

| *INTERN'S EXPERIENCES* | *FIELD ADVISOR'S ROLES AND RESPONSIBILITIES* |
|---|---|
| Demonstrates competence on-site in:<br>• A Functional Area<br>• A Competency Area and/or<br>• An activity related to work on a module, unit of instruction, or seminar session.<br>Self-evaluation | Observes intern. Records observation on specially designed form. Makes duplicate copy to leave with intern.<br>Holds feedback conference with intern based on recorded observation. |
| Same as above | Videotapes intern. Analyzes videotape in conference with intern. |
| Demonstrates competence on-site for purposes of ongoing appraisal. | Observes intern. Records observation on specially designed form. Makes duplicate copy to leave with intern.<br>Holds feedback conference with intern based on recorded observation.<br>Intern and advisor make joint decisions concerning demonstrated competence and formulate ongoing training plan. |
| Writes up seminar-related field assignments, field exchange assignments, etc. | Reads written work. Gives feedback in a conference. |
| Observes field advisor working in classroom.<br>Analyzes performance in conference | Demonstrates teaching using curriculum materials in intern's classroom.<br>Holds conference with intern following demonstration. |

Figure 3–13 (Continued)

| *INTERN'S EXPERIENCES* | *FIELD ADVISOR'S ROLES AND RESPONSIBILITIES* |
|---|---|
| Conducts parent-teacher conference. | Observes parent-teacher conference.<br>Holds feedback conference. |
| Views films or videotapes. Discusses them with parent, peers, other staff members.<br>Gives feedback to field advisor. | Holds conference with intern. Responds, clarifies. |
| Completes learning activities related to work on modules, learning packages, or seminar follow-up. Writes up experiences. | Reads and reacts. Follows up with feedback conference. |
| Uses audiovisual and other resources introduced during group academic sessions. Writes up the field site experiences to be shared back in the group sessions. | Facilitates presentation. Provides feedback. |
| Keeps logs or case records on individual children. | Reads and reacts. Follows up with conference/suggestions. |
| Works on training and final assessment portfolio. | Offers suggestions, reactions, and other constructive feedback. |
| Conducts or participates in on-site demonstrations for other staff members. | Observes, reacts, gives feedback. |
| Interacts with other CDA interns. | Observes, counsels. |
| Attends workshops or professional meetings. | Facilitates transportation, substitutions, etc. |
| Visits and observes in other centers. Prepares reports, reactions. | Facilitates. Reads reports. Reacts. Holds conference. |

Figure 3–14

## ROLES AND RESPONSIBILITIES OF THE FIELD ADVISOR IN THREE PROGRAMS

| BEMIDJI | FALL RIVER | PHILADELPHIA |
|---|---|---|
| • Establishing rapport and trust to facilitate open communication and professional growth. | • Listening and responding with empathy, trust, and concreteness.<br>• Effectively using principles of encouragement and positive reinforcement to foster growth and self-confidence. | • Providing counseling services as required to maintain involvement in the pilot project and promote the interns' personal growth. |
| • Facilitating preappraisal; keeping a running record of demonstrated competence.<br>• Interacting with the intern on learning package activities.<br>• Suggesting learning experiences. | • Appraising the intern's characteristics at entry level.<br>• Observing teaching incidents as objectively as possible. | • Completing a field log at the end of each visit.<br>• Clarifying field assignments and purposes as needed. |
| • Working with the intern to formulate the training plan. | • Developing an individualized training plan for the intern.<br>• Planning and carrying out effective conferences. | • Helping interns clarify goals and achievements.<br>• Helping interns diagnose problems and arrive at workable solutions to problems as needed. |
| • Helping with the portfolio development system. | • Assisting the intern in developing a portfolio. | |
| • Assisting in activating the Local Assessment Team* and involving the parent-community representative.<br>• Serving in the role of trainer in the CDA consortium assessment process. | | |
| | | • Establishing and maintaining good relationships with the centers; acting as a liaison between the project and the centers. |
| | | • Providing the CDA staff with necessary feedback on the intern's job performance as requested. |

*Appendix A provides further information concerning the Local Assessment Team (LAT).

Field advisors in the New Mexico pilot were called "clinical assistants." These were graduate students who were specially trained to conduct on-site observations as well as to work as team members in the on-campus seminar sessions. Each clinical assistant observed the 10 interns assigned to him/her on-site twice a week from one to two hours and, if possible, held a short feedback session after the observation. Other responsibilities of the clinical assistant while on-site included:

1) Demonstrating certain techniques and approaches, especially the use of micro-teaching and intellectual kits. (Intellectual kits contained a variety of materials and were used with children to foster the cognitive skills of classifying, categorizing, labeling, etc.)

2) Participating in field trips, walks, community meetings, and fiestas

3) Suggesting ways to use materials and resources

4) Maintaining an ongoing appraisal of the intern

5) Assisting the intern in

   - Implementing theory from the seminar sessions
   - Integrating the child's language and culture into the daily program
   - Planning flexible daily programs.

These New Mexico clinical assistants experienced a two-phase training program, during which they became familiar with:

- The total CDA program and philosophy
- The organization and requirements of the University's course offerings
- The block method of teaching
- Their role as facilitators of learning rather than "supervisors" of learning
- The implications of bilingual/bicultural education
- Skills of micro-teaching and the use of intellectual kits
- Ongoing assessment procedures, including the skills of involving interns in the process
- How to function as participating staff team members.

The clinical assistants' goal during the first phase of training was to learn how to observe and critique teaching sessions. The focus was on teacher-child relations, child-child relations, listening and interpreting oral and body language, response of the child to the environment, and the development of the teacher's and child's self-concepts. Clinical assistants learned to use observation forms to help focus observations in the above areas. They also learned the philosophy behind the ongoing assessment process and practiced using both formal and informal assessment instruments.

Phase 2 of the training took place at the time that interns began their training. Here the assistants learned how to study background information on their assigned interns, how to make individual folders, how to hold conferences, how to observe on site, and how to make initial and ongoing appraisals. They also attended staff meetings, where they went over their weekly observations with the project director and the education specialist and followed through with participation in seminar sessions.

As the program progressed, they learned to analyze the videotapes of their interns as well as their own videotapes and to evaluate the effectiveness of the daily program planned by the interns. They also gave attention to their own interaction with the interns and discussed this with the pilot director and the education specialist. Their training also included addressing parent or other teacher groups and involvement in community affairs. They participated in the CDA Consortium's winter and spring field tests and took the role of the trainer on the Local Assessment Team when the final assessment process was in place.

The CDA training approach developed at California and Erikson was a training of trainers approach. The goal was to train CDA field advisors* who, in turn, would train CDA interns. The field advisors were trained to take responsibility for the overall training effort. At California, their functions and tasks included:

- Orienting the intern to the child care center and to CDA training
- Providing ongoing appraisal and documentation of the intern's competence
- Designing and implementing an individualized training plan with the intern
- Serving as a model of competent behavior for the intern
- Providing professional counseling to the intern
- Providing learning resources.

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* These CDA field advisors were called "CDA Field Supervisors" at California and "CDA Specialists" at Erikson. For the purposes of uniformity, they are referred to here as "field advisors."

Erikson field advisors also had the overall responsibility of training the interns and of working with colleges to develop programs to meet the CDA Training Criteria. Separated from their Erikson trainers and from one another geographically, their training involved them in three formats:

1) Group meetings

2) Site visits

3) Long-range contacts.

The group meetings were held three to four times annually and were attended by a wide range of participants: the field advisors, Erikson trainers, pilot project researchers, guest trainers, CDA Consortium staff, Office of Indian Child Services staff, and Indian and Migrant Program Division staff. These sessions included work with academic content, training strategies, and definition of competencies for teachers of Indian children.

The field advisors were visited on-site by their Erikson trainers for three-day periods on a quarterly basis. The trainers also communicated with them by telephone and mail to provide consultation, reading, and other resource materials. The training sequence in the three-day site visits moved from an initial focus on building a relationship to working on content and training specifics:

- From working on trust-building to working on concrete field site problems

- From acting as models for the field advisor and his/her interns to observing the field advisor do the modeling

- From participating with the field advisor in formulating and solving problems to providing feedback to the field advisor based on his/her independent problem-solving

- From working on issues of self-esteem and self-confidence to helping the field advisor on these issues with his/her interns.

## C. INDIVIDUALIZATION

The CDA Training Criterion of individualization required that programs gear training to individual needs with respect to each intern's rate of acquisition of the CDA Competencies. To accomplish this type of individualization, it was necessary to conduct initial and ongoing appraisals. An analysis of the pilot documentation reports revealed great similarity in how pilots proceeded with this task. The important variable seemed to be the role played by the newly developed curriculum materials. For the majority of pilots (except the training-of-trainers programs), the nature and extent of individualization were directly related to the requirements inherent in these newly developed materials. There were only three pilots (Idaho, Bemidji, and New Mexico) where this situation did not occur.

## Program Commonalities Based on the Curriculum Materials Approach

In the Allen pilot, curriculum materials titled Dimensions had been developed. Each Dimension pertained to the demonstration of subcategories of skills* within one or more of the six CDA Competency Areas. Interns moved through different training levels, developing progressively more complex skills and achieving greater integration of knowledge and skills. Each Dimension included learning activities and appraisal criteria for each training level.

After being accepted into the project, the interns received training notebooks to familiarize them with the Dimensions and levels of competence. Interns and staff then discussed the six Dimensions and made an estimate of the entry level for each Dimension based on the intern's early childhood experience background, skills already possessed, and perceived training needs. Although interns could assess out of any Dimension level, most preferred to go through all. They did this by signing "behavior contracts," which applied to the various activities and assignments included in the Dimensions. These activities were individualized for each student. As each contract was signed, interns had individual negotiation and counseling sessions with the staff. If they were having trouble with reading and language skills they were counseled about the special services available at Allen. Average length of time for completing a "behavior contract" was two weeks.

Ongoing appraisals were related to the training levels in the Dimensions. Interns had the option of completing written or oral appraisals, although sometimes these were done through field observations or videotapes.

Extensive curriculum materials were also developed at Denver, where the program was almost 90 percent field site training. Learning modules paralleled each of the six CDA Competency Areas and were designed to accommodate different learning styles and different speeds of learning. Progress charts were included in each module to help the intern choose learning activities to meet his/her needs or interests.

Units in the modules included lists of learning objectives, learning activities, and activity evaluation forms for use by the field advisor. Forms were also included for pre- and post-appraisal. The learning modules made it possible to individualize training for individual interns and for groups of interns in a specific center or cluster of centers.

The major route to individualization at Fall River was also related to curriculum modules which were designed to structure field work and were based on clusters of competencies. Each module contained methods and criteria for appraisal. Individual training plans based on appraised needs were worked out between the field advisor and the intern. Check sheets and observation forms were developed and included in the modules.

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* See Appendix A for subcategories of skills (organizers) for each CDA Competency Area.

Curriculum modules also played the major role in individualization in the Hawaii pilot. These modules were designed to integrate academic knowledge with field experience and included objectives, learning activities, and pre- and post-appraisals. After the intern and field advisor reached agreement on module selection, the intern had several options:

1) To schedule a time with the field advisor and be assessed in any or all of the module objectives (If the intern could demonstrate all of the criteria required by the module, it was not necessary to complete any of the learning activities.)

2) To challenge the criteria for any or all module objectives by demonstrating equivalent skills

3) To complete the module activities and then demonstrate the competency required by the module

4) To study the content in the module without doing the module activities, and then demonstrate competence according to module criteria or challenge criteria.

Field site visits by the field advisor focused on specific modules and module objectives.

The Oscar Rose Junior College individualization plan in the Oklahoma pilot was based on a plan originally implemented at Eastern Oklahoma State College. Interns worked through self-contained units of instruction for each of 10 one-week minimester courses they attended on campus. Competency lists were developed for each course to enable interns to measure their achievement of competence on an ongoing basis.

Based on this self-evaluation and observation and on conferences with their supervisor and field advisor, they worked only in the areas where a training need was identified. They chose from a number of field activities within the units of instruction to meet these individual needs. A checklist of performance objectives accompanied each unit of instruction.

Since interns received the unit of instruction packets before attending the on-campus minimester courses, it was possible for them to request the opportunity to demonstrate the required competencies on-site. If they could do so according to the criteria established within the unit of instruction, they could receive credit without attending the minimester or working through the unit.

A major thrust in the Philadelphia pilot was the development of curriculum materials. The major components of the program were seven instructional units covering different CDA Competencies. Each unit was made up of several modules, which included three types of activities: "Learning, Field, and Checking." "Learning" activities involved information or content, "field" activities required the intern to apply that content in the field, and "checking" activities provided the intern with an opportunity to self-check his/her own learning of content.

Each module contained record-keeping forms that were kept by the intern and provided information on the completion of activities and the competencies that were mastered. As with the Allen Dimensions, the Philadelphia modules required different levels of competence, ranging from entry to intermediate to mastery.

The pattern of individualization using curriculum modules also emerged at St. Louis. Interns had the option of working through the modules, testing out by demonstrating competence, or completing a challenge activity. No initial overall appraisal was done, but ongoing appraisal was part of the appraisal within the modules. Modules had the following components:

- An introduction, which explained why the area was important to the development of competence
- A pre-appraisal
- Terminal goals
- Performance criteria
- Knowledge criteria
- Learning experiences
- Learning resources
- Post-appraisal
- Provision for remediation activities.

## Program Variations with Respect to Individualization

The three pilots that did not follow the "curriculum materials" approach to individualization were Bemidji, Idaho, and New Mexico. The reasons for this divergence differed for each pilot. At Bemidji, one of the initial curriculum development tasks was an in-depth study of the CDA Competencies in relation to the needs of teachers of young children in Northern Minnesota. After this study the Bemidji pilot established a "Five Goal Area Competency System" to parallel, add to, and further detail the CDA Competencies.

Under the five major goal areas were several sub-areas with related competency statements. A training notebook or "portfolio" was devised and divided according to the goal areas. This "Goal Area Competency System" was revised at the end of the first program year, and when the CDA Consortium delineated the 13 Functional Areas, they were incorporated into the second revision.

Interns were free to take a number of different learning routes. They could complete learning packages, take regular courses, or attend workshops, with the major goal being to demonstrate the competencies as they appeared in the "Goal Area Competency System." The key integrative factor in the training process was the relationship between the field advisor and the intern. From the very outset every effort was made by the field advisor to establish rapport and trust. These efforts were reflected in the procedures used to orient prospective interns and the care and time spent in the pre-appraisal process.

Orientation procedures included introductory workshops, the sending of written materials explaining the program, field advisors' attendance at agency meetings, etc. Once a person expressed interest, the field advisor arranged a meeting to further explain the CDA training process, to discuss and describe the 13 Functional Areas, and to informally observe the candidate at work with children. When the field advisor and intern both felt secure about the intern's commitment to the CDA training program, the details of the training were gone into in depth. Everything was explained including the responsibilities of the intern and the field advisor, the ongoing training process, and the final assessment procedures.

Individualization formally began at the next step, which was the pre-appraisal process to determine the beginning training plan. Preappraisal procedures were individualized from the very outset. Interns could choose from a variety of procedures: interview, Q-sort, knowledge inventory, documentation of past experiences, etc. These procedures were developed during the pilot's first year of operation and the battery was later made optional. Preappraisal became a series of observations of the intern at work with children, followed by an informal diagnostic interview. The intern also completed a statement of priorities for training on the basis of his/her interest and perceived need. The individualized training plan was then drawn up.

The length of time for the introductory steps varied from intern to intern and was dependent in part on the developing relationship between the intern and the advisor. The field advisor followed through with field site visits when recorded observations of the intern's work with children were made. Forms were used with spaces provided for the observations, listing of strengths, progress made, suggestions for further development, and the intern's comments. Written documentation was not begun until the intern felt comfortable with the process. Whatever the training plan devised (work on a learning package, a formal course, or use of the resource library), the work was related to the "Goal Area Competency System."

Although 40 modules* were eventually developed and used in the Idaho pilot, use of these modules and decisions concerning which modules to use were made after an extensive initial appraisal. In this preappraisal the intern was administered the following instruments:

- The Personal Orientation Inventory
- The Educational Beliefs Inventory
- A Q-Sort of Early Childhood Competencies

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* Twelve modules were developed by Boise State University, 13 were developed by Idaho State University, and 15 were developed by the Far West Laboratory and field tested by Idaho.

- Personal Interview Questions

- A CDA Self-Evaluation Checklist.

The field advisor compiled a profile of the intern at work, and the center manager/director also rated the intern as an employee.

Information from this preappraisal was then used to individualize the intern's training program in terms of interest, academic background, entry-level experiences with young children, and diagnosed needs. Training plans included work in individual modules as well as workshops, small-group seminars, personal counseling, and field supervision.

Ongoing appraisal was accomplished through the use of pre-tests within the modules as well as checklists of specific competency areas, observation by the field advisor, anecdotal notes, and videotapes. When finalized, the Idaho Guide to Assessment, which focused on the 13 Functional Areas and competency standards, was incorporated into the ongoing appraisal process.

Individualization of training was considered by New Mexico pilot staff to be the key feature of the program. This "personalized" curriculum was accomplished through two approaches unique to the New Mexico pilot:

- The weekly seminar, designed to integrate academic content and field experiences

- The use of clinical assistants, who provided a link between the field and the seminar.

The clinical assistants were trained to work one-to-one in the field and in the seminar. Activities and experiences in the seminar sessions were organized into those occurring during the seminar and those to be implemented in the classroom setting with children. Before attending the seminar sessions, clinical assistants attended weekly staff meetings, where they gave feedback to other project staff on field site observations. This process enabled the staff to plan seminar sessions to meet interns' individual training needs.

Interns were also polled as to their interest in seminar topics. As a result of the combination of seminar experiences -- receiving feedback from staff, discussing topics of mutual interest, addressing topics of individual interest and need -- interns became more aware of the teacher's role and also gained insight into their own unique talents and training needs in working with children.

Also contributing to individualization in the New Mexico pilot was the extensive use of both formal and informal procedures in initial and ongoing appraisals. Formal methods included an Observation Checklist completed bimonthly and an Appraisal Form completed quarterly by the clinical assistants. Interns completed Self-Appraisal forms and clinical assistants then made comparative graphs of these self- and staff appraisals. Appraisals were followed by conferences with the interns. Informal appraisals were also made by the clinical assistants after field site observation sessions. They observed each of their ten assigned interns twice a week for from one to two hours.

Other ongoing appraisal procedures included evaluations by the CDA team of the interns' written work, project presentations, independent study, case studies, book critiques, evaluations of observations of teachers, reports of workshops and conferences, daily logs, and written observations of children and teachers in specific situations. In summary, the New Mexico pilot provided for individualization through consistent evaluation of competence as well as consideration of the intern's perceived needs and interests for areas of study and discussion. There was no time schedule for the acquisition of specific information or competencies.

A key issue was the interaction between the intern and the clinical assistant (field advisor). This issue became part of the clinical assistants' as well as the interns' training. Understanding, acceptance, and openness were considered to be crucial factors, not only in strengthening self-concepts, but also in encouraging active involvement in one's own learning.

The one-to-one field-based training approach in the two "training-of-trainers" pilots (California and Erikson) helped to ensure individualization of training. Both pilots also featured variations on a personalized, problem-solving approach to assist field advisors in making decisions concerning their own competence.

In the Erikson pilot, the field advisors worked in a number of communities and settings that reflected many different values and goals. Some field advisors were more task oriented and preferred more formal relationships, while others preferred to work in informal ways. The Erikson trainers varied their techniques to meet these needs so that trust could be built.

The focus was then on helping the field advisor see his/her strengths in order to build self-esteem and self-confidence. A problem-solving approach was used to help field advisors identify and articulate knowledge and skills they had not realized they possessed. Through this approach they were helped to delineate the personal assets already available to them in solving a problem, to organize this information in a number of different ways, and then to develop a number of options for solving the problem.

In the California pilot, problems were considered barriers to competence. The trainer and field advisor followed through on a sequence of events in a "problem-solving" cycle in order to remove the barrier. The first step was for the field advisor to recognize that a problem existed, then to explore the problem in greater depth, define the goal (positively restate the problem), consider different courses of action, select an objective or strategy to achieve the goal, implement the strategy, and evaluate the outcome.

Once the CDA Consortium had delineated the 13 Functional Areas, the problems or barriers to competence were viewed in terms of becoming competent in each Functional Area and developing an ongoing training plan for that particular Functional Area. Competency indicators for each Functional Area were stated in terms of the field advisor's competence in plannning, organizing space, teaching, and evaluating. Each one of those areas was in turn observed and evaluated with respect to the field advisor's knowledge, skills, values, teaching philosophy, security, and commitment, as well as in terms of any outside factors or influences.

## D. FLEXIBLE SCHEDULING

### Variables Affecting Flexible Scheduling

The CDA Training Criterion of flexible scheduling specifies that the length of time should vary and that exit from the training program should be dependent on each intern's rate of acquisition of the CDA Competencies. ACYF estimated that length of time in the training program might vary from six months to two years and that variables affecting the length of time required for acquiring the CDA Competencies would include the intern's:

- Previous experience in working with young children
- Background knowledge of child development and early childhood education
- Attitude toward and understanding of young children
- Aptitude in acquiring and demonstrating skills.

Training variables would include the amount and quality of previous training in the field of early childhood education as well as the nature of the individual pilot training projects.

An additional variable directly affecting pilot projects with respect to exiting interns from the training program was the status of the CDA Consortium's final assessment and credentialing system. It was not until after the Consortium completed the 1975 Field Test that the assessment system achieved its final form. Therefore, even if the interns had successfully gone through the pilot projects, it was still necessary for them to wait to be assessed and credentialed by the Consortium.

The pilots dealt with the problem in a variety of ways. At Allen, for example, interns were placed in a special training module (a supplemental Dimension) while they awaited the CDA Consortium assessment. They continued their field work and were observed once a month, rather than on a weekly basis. They also met in a monthly seminar session to explore certain training topics in greater depth.

### Relationship Between Training Program Exit and the Final Assessment Process

Once the Consortium Credential Award System had been finalized, a variety of procedures for flexible scheduling emerged that reflected the unique training approaches of the individual pilots. In Hawaii and St. Louis, certain procedures had been written into the curriculum materials for "testing out," challenging the module performance criteria, or completing the module. At Hawaii, interns had the option of exiting from the training program by demonstrating competence according to any of those module alternatives or by applying for the CDA credential and successfully demonstrating competence according to the CDA Consortium final assessment procedures.

St. Louis interns had the same alternatives and, in addition, were provided with the option of completing the CDA program modules and continuing to be observed by the field advisor to assist in documentation of readiness for assessment. Interns who desired to complete the A.A.S. degree needed only to complete their state general education requirements once they had completed (or tested out of) the CDA module program.

In several programs where there were a variety of ongoing appraisal procedures, decisions concerning exit from the training program and readiness for final assessment were jointly agreed upon. At Bemidji, the decision was made cooperatively between the intern and the field advisor, with the field advisor following through with assistance in the Local Assessment Team process.

At Denver, consensus evaluation for exit from the program involved the field advisor, the intern, and center supervisory staff. Upon positive evaluation, the intern received a Certificate of Achievement from the Community College of Denver and then followed through with application for the CDA credential. A College certificate was also awarded upon successful completion of the CDA courses at Eastern Oklahoma State College, Oscar Rose Junior College, and Boise State University.

At Eastern Oklahoma, interns were considered ready for final assessment after successful completion of the 10 courses and accompanying units of instruction, whereas at Oscar Rose a full-day exit observation/interview was held before a decision was reached on an intern's readiness for final assessment. After the field advisor made observations of strengths and training needs in each Functional Area, he/she then held a feedback conference with the intern. The intern then made the decision whether to apply for the CDA credential.

The New Mexico interns were involved in a special phase of training that focused on developing self-initiative with respect to identifying resources for study and discussion and acquiring the necessary skills to demonstrate the CDA Competencies. A CDA staff team appraisal was then made, after which the interns initiated the process for obtaining the CDA credential. After successful CDA credentialing, those interns who were registered for college credit continued to attend the seminar sessions in order to complete course requirements.

Actual length of time in the training program varied among interns across pilots from one to more than two years. In some cases, agreements were made to continue interns who had not achieved competence in two years for an additional training period of six months. In addition to the variables affecting length of training time cited at the beginning of this section, pilot staffs found that level of self-confidence at program entry and skill in documenting performance were important intern variables, and expectations and thoroughness were critical trainer variables.

## E. SUMMARY

This chapter has presented information on how the pilot projects designed, developed, and implemented their unique approaches to CDA competency-based training. Approaches were grouped according to commonalities and uniqueness in meeting the CDA Training Criteria.

The next chapter covers problems encountered in meeting the Training Criteria and those that arose as a result of innovative efforts by the pilots. Suggestions and recommendations offered by pilot project staffs are included. The chapter also explains how the pilot projects related to institutions and agencies.

# Chapter IV: Impact of Innovations

## Section 1: Institutional and Other Changes

### A. INTRODUCTION

In this chapter both positive and negative factors are reported concerning the impact of the innovative training endeavors, both within the individual pilot projects and beyond these projects into the wider community. In many of the individual documentation reports, pilot staffs offered suggestions for future program developers and trainers. Their suggestions are presented in the form of recommendations, as are implications based on an analysis across pilots.

The chapter is divided into two sections: the first details the institutional and other changes that resulted because of the pilot project operations. The second section, "Recommendations and Implications for Future Program Developers," includes separate discussions of administration and management, curriculum development, and curriculum implementation.

In order to maximize the long-range influence of the pilot effort on improvement of care for children, ACYF hoped that the pilot efforts would result not only in replicable CDA training approaches, but also in institutional changes in early childhood education programs. Expectations were that institutions of higher education would continue CDA competency-based training through regular program offerings and through use of their own resources once federal funds were no longer available. Another goal was that the CDA pilot effort would have significant positive impact on state and local government officials responsible for setting standards and licensure procedures for child development centers and staffs.

In this section the changes that occurred in the pilot projects' sponsoring institutions and agencies, as well as changes occurring in other institutions and agencies in the community, are discussed. Also presented are changes in the attitudes and thinking of individuals as a result of their association with the pilot project operation.

## B. CHANGES WITHIN INSTITUTIONS AND AGENCIES

### Incorporation of CDA Competency-Based Programs as Permanent Academic Programs in Institutions of Higher Education

Elsewhere in this document specifics were given on the creative ways in which the pilot staffs worked to gain credit for CDA training within their own sponsoring institutions and transferability of credit. Success in these endeavors encouraged pilot staffs to look toward the future and the possibility of incorporating CDA training into the ongoing institutional course offerings and credit systems on a more permanent basis.

By the close of pilot project operations, a number of pilots had been successful in gaining acceptance of a CDA training program as a permanent or continuing academic program within the sponsoring institution, and others were in the process of gaining full approval.

- Denver

At Denver Community College, a CDA program offering 51 credits was accepted by the college's early childhood staff. This program is made up of one 8-credit course for each CDA Competency Area and two courses designed to aid students with the initial and final assessment processes. The CDA program is open to students as an alternative to the regular early childhood core curriculum offered at Denver.

- Oklahoma

At Eastern Oklahoma State College and Oscar Rose Junior College, CDA courses were approved by the Oklahoma State Regents for Higher Education for transfer credit to other institutions on an elective or direct program application basis. This approval was significant in facilitating the incorporation of the CDA program in the early childhood guidance program at Oscar Rose. Further, nine two-year Oklahoma institutions are cooperating on a unified CDA training plan using the CDA curriculum materials developed by Eastern Oklahoma and later revised by Oscar Rose.

- Hawaii

When its pilot operation ended in June 1975, Honolulu Community College used supplemental funding from the state legislature to implement a CDA option in the College's program in human services. This program features 30 credit hours that transfer to a bachelor's degree program at the University of Hawaii provided the student has received the CDA credential.

The program, entitled "The CDA Training Program," is made up of four courses. Credits vary from one to nine per course and thus feature the individualization provided by the Hawaii curriculum modules. As with Denver, one Hawaii course, ("The CDA Certificate," three credits) is included to cover specifics of the final assessment process. Demand for this program was evidenced in the fact that in its first year 65 applications were received, and during the Spring 1977 semester, students from seven centers had to be placed on a waiting list for entry into the program .

A further impact of the CDA project at Honolulu Community College was a policy recommendation for Honolulu students transferring into the teacher education program at the University of Hawaii that upon successful review by a three-person committee, the CDA credentialed person will be granted the traditional student teaching credit.

- Idaho

After extensive negotiation and communication between CDA pilot staff and faculty at Boise State University, the CDA program was accepted by the School of Education, and will receive first priority for new programs. The CDA program as implemented during the pilot encompassed 64 undergraduate credits distributed across six courses, including 10 credits for student teaching. All 64 credits were applicable to the B.A. degree. Twelve graduate credits were also available and applicable to the Master's degree. Unique to both institutions in the Idaho pilot was the use of a limited number of course numbers with the flexibility to "write in" topics of study. In this way, greater flexibility was provided for individualization of content (see Appendix C for a description of the two courses from the Idaho pilot). At Boise State, 15 individually selected involvements in modules, seminars, presentations, or workshop/field experiences were required for every five credit hours.

- St. Louis

Another pilot in the process of gaining approval for the incorporation of a CDA training program into the regular course offerings of the institution was St. Louis. A proposal submitted to the Human Services Department of St. Louis Community College at Forest Park before the conclusion of the pilot encompassed the integration of academic instruction and field supervision and independent, individualized module work.

### Addition to the Early Childhood Education Major as a Permanent Academic Process in the Institutions of Higher Education

At the beginning of pilot operations in 1973, the general lack of emphasis on education of children aged three through five was reflected in academic offerings in teacher education institutions. In states that did not publicly support kindergarten education it was also likely that most institutions of higher education did not offer a major in early childhood education. This situation prevailed, for example, in Idaho.

The pilot project at Idaho State University made the public increasingly aware of the need to train early childhood staff. This awareness resulted from the distribution of a CDA newsletter, participation of community leaders on the pilot advisory board, and direct, active work by pilot personnel. In 1974, Idaho approved state-supported kindergartens. Idaho pilot personnel then worked to effect a change academically, first by conducting a needs assessment to determine 1) the extent of need for a permanent early childhood education academic offering, and 2) the type of program preferred.

Included in the survey were:

- 89 teacher aides employed in public school kindergartens in one school district
- 208 people involved in private and parochial early childhood education in southern Idaho--day care, kindergarten, Head Start, and primary grade teachers and principals of elementary schools
- 43 administrators and counselors in public school systems.

The survey established a need for an early childhood training program, a majority in each category responding positively. A large majority also preferred field-based training and would enroll (or encourage others to enroll) in a two-year college program transferable to a four-year degree program.

During the last year of pilot operation at Idaho State University, a B.A. degree in early childhood education became a permanent offering. Thus, it became possible for CDA interns to apply their CDA credits and continue their undergraduate study. This program also provides for the inclusion of the modular, individualized CDA approach to training by using blocks of credits. Students have the alternative of enrolling in a professional education component or an early childhood education support component, or completing the major.

An early childhood degree program was also approved at Allen University during the period of pilot project operation. The fact that CDA pilot staff members were also members of the early childhood education faculty and served on early childhood and other university committees did much to facilitate acceptance of the program. This curriculum received state approval, and the first graduate was a CDA student. Credit transfer was also established with the University of South Carolina.

## C. CHANGES IN THE COMMUNITY

Changes resulting from CDA pilot project interactions with institutions and agencies in the community were extensive. Some could be documented at the time of pilot close-down, others remain to be recorded. Documented changes included extensions of CDA training efforts and attitudinal changes with respect to the education of child care staff.

### Extension of CDA Pilot Training Efforts

As Head Start Supplementary Training programs became involved in converting to CDA competency-based training, project staff at the University of New Mexico pilot held meetings with Highlands University, Eastern New Mexico University, and New Mexico State University to share ideas and training approaches. During 1976, pilot staff helped the HSST program at the University implement a training-of-trainers program for Head Start personnel in seven centers. Clinical assistants from the New Mexico pilot conducted the training using the techniques and materials developed by the pilot.

Other pilot staffs extended CDA training by providing consultation to the Regional ACYF offices and to HSST training programs. Denver pilot staff provided consultation and conducted workshops and staff training for the bilingual/bicultural pilot program at Metropolitan State College. They also provided workshops for staff members of the Children's Museum in Denver. The project director at Allen provided consultation concerning a competency-based, community-clinical psychology program, a project of the Southern Regional Education Board.

The impact of the project on other agencies and institutions has continued beyond the life of the California pilot operation in Pennsylvania, where CDA training has been extended to include child care staff in Department of Welfare day care programs through a grant to the "Center for Training Alternatives." This unique center is an attempt to coordinate training efforts among three offices:

- California State College (which housed the California pilot)
- The Head Start State Training Office for Western Pennsylvania
- HSST.

The training for the Department of Welfare will feature the individualized, problem-solving approach developed by the California pilot. Future plans for the State of Pennsylvania call for the establishment of a network of CDA training programs throughout the state college system.

## Changes in Attitudes, Concepts, and Perceptions

Although the pilot staffs systematically obtained feedback and evaluation of the project from their interns, some pilots conducted more formal surveys and studies. Six pilots included results of these studies in their documentation reports. These studies concern changes in attitudes, concepts, and perceptions among people who were involved with the innovative training programs.

At Erikson, two observer/researchers were part of the ongoing training-of-trainers staff. They used several measures to investigate project outcomes. Their findings were very positive in terms of field advisors' (called specialists) self-perceptions and concepts as a result of participating in the various facets of the training program:

1) Their attitudes changed regarding the process of assessing competence. They became more specific on how they would assess competence and teach for competence. They moved from viewing assessment as unpleasant--as the passing of final judgment--to perceiving it as a continuous, individualized part of the training process.

2) Their self-concepts changed in a positive direction. Their personal autonomy increased, as did their sensitivity to cultural issues and factors. (One of the pilot goals was to develop and define competencies for teachers of American Indian children.)

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Two pilots, Bemidji and New Mexico, conducted surveys in which interns and former interns (credentialed CDAs or those who left the program) commented on the training program. One part of the surveys concerned reactions to the field advisor. Before CDA training, most interns had never experienced this type of teacher-student relationship. In fact, an initial task in most pilots was to define the role and responsibilities of the field advisor.

At New Mexico, the field advisors (called clinical assistants) were vital links in the integration of academic content and field experiences and were considered critical to the individualization process. Survey responses reflected this emphasis and the resulting positive influence on the intern's self-concept and attitudes toward self and others. New Mexico CDAs rated the field advisors' on-site training and feedback as being helpful in their efforts to:

- Develop their self-awareness
- Improve their ability to respond to young children
- Take pride in helping children become more aware of their culture and language.

The Bemidji program emphasized a field advisor model. Stress was placed on the field advisor-intern relationship and one-to-one training. Bemidji CDAs cited the following field advisor qualities and characteristics as contributing to their personal and professional development:

- Positive attitudes during training
- Skills in

  --making field observations and providing feedback on the intern's teaching performance

  --guiding the intern in his/her ability to document competence

  --helping the intern make ongoing plans
- Active support in the final assessment process by taking the trainer role on the Local Assessment Team and providing trainer reports.

The Allen pilot conducted a survey at the end of the project to determine the extent of attitudinal change and perception in regard to the pilot and competency-based training. Allen administrative personnel, faculty, field site personnel, teacher education department heads, Head Start directors, HSST/CDA and Region IV project personnel were included in the survey.

Positive responses were received to questions about respondents' familiarity with the competency-based nature of the project. Regional personnel who had visited the project for training and information and had received consultation from CDA pilot staff felt that the objectives of their involvement with the project had been met.

There was agreement among administrators that the project had been beneficial to Allen University, that positive changes had taken place in the University system. Responses to experience-based training and individualized instruction were positive among the various types of respondents surveyed.

# Section 2: Recommendations and Implications for Future Program Developers

## A. ADMINISTRATION AND MANAGEMENT

Following project funding, the pilots were faced with the immediate task of creating workable relationships, structures, and systems for the implementation of the training program. Although much planning had gone into the development of project proposals, there was a marked difference between planning necessary for program development and that required for implementation.

Projects sponsored by institutions of higher education were faced with the task of having to incorporate an innovative and often vastly different approach and philosophy for the delivery of educational services from that which existed in the institutions. In many instances CDA training concepts were antithetical to existing educational systems and practices.

Pilot projects sponsored by other agencies and organizations were doubly challenged with the need to establish the CDA project within their own agencies and also within the educational institutions selected to provide academic training and credits for their interns. Moreover, there were extended communication and coordination elements that had to be established for the efficient operation of all phases of the training program.

Beyond the immediate task of incorporating the CDA projects into the agencies or institutions was the need to establish relationships with other departments and personnel in the institutions--registrars, business offices, field sites, center directors--all of whom had important roles and functions in the CDA pilot projects.

It was necessary that pilot administrators and staff address a number of challenges to effective and orderly program implementation:

- Overcoming or eliminating institutional entrance requirements at variance with CDA program requirements
- Obtaining the support of agency directors and staff and of administrators and faculty of educational institutions
- Ensuring that the CDA project was an integral part of the agency or institution and that interns were not considered "special students"
- Providing assurance that the CDA training offered by the institution was part of the requirements for the designated degree program
- Gaining commitment from institutional decision-makers to carry out an innovative approach to training child care personnel and to make major changes in curricula and job roles and responsibilities of faculty and staff.

Many of the CDA projects were able to develop workable approaches to changing or overcoming the restraints imposed upon the pilot. Others found certain agencies and institutions inflexible and developed alternative resources for the provision of academic or field training. However, given the fact that the pilot projects represented a totally new training system for child care personnel, it can be said that much progress was made in institutional/organizational change.

Pilot personnel have identified several other areas of change that should be considered by those seeking to implement CDA training programs in the future. The following section contains a summary of the major problems and recommendations noted.

## Institutional/Program Structures and Relationships

The following were the principal problems noted by pilots in relation to agency/institutional structures and relationships:

1) Selling a non-traditional education program to administrators in an institution was a difficult task, especially since the project was totally new and had no prior base of experience.

2) Non-institutional projects were faced with the double responsibility of selling the project to their own agency and to the training institution.

3) Institutions' organizational patterns, staffing requirements, and practices were often at variance with desired approaches to staffing and conducting the pilots.

4) There was a great deal of difficulty in obtaining support from the education department and faculty when the CDA project was housed or administered elsewhere in the institution.

5) The span of control and project decision-making authority was severely restricted within the existing institutional structure when matters of authority and responsibility were not settled at the outset.

6) Special "unit" status was a benefit, but it was also an inherent liability when it resulted in interns' remaining outside the mainstream of the regular academic program or when they were not accorded the same status as others in the agency or institution.

- Recommendations and Implications

1) The widest possible discussion and orientation of key decision-makers in agencies or institutions should take place before project development and implementation. Where appropriate, written agreements concerning decisions reached should be obtained.

2) The changes required to incorporate a new project into an organization should be delineated and agreements reached regarding ways in which such changes will occur.

3) Where possible, projects should be incorporated into the department providing academic training to ensure that the program does not become an appendage or "special project."

4) Projects conducted outside the institution should establish orderly plans and agreements, especially where training delivery will be a joint effort between the sponsoring agency and the training institution.

5) Federal program requirements and institutional practices must be reconciled at an early stage if project/institutional personnel are to be free to carry out the work of the project in accordance with program guidelines.

6) An initial briefing and regular briefings of all departments and personnel in the training institution should be conducted to ensure that responsibility and accountability factors can be maintained.

## Project Organization and Staffing

The following were principal factors cited by pilot projects as adversely affecting project staffing and organization:

1) The rigors of time and extended travel resulted in staff turnover, especially among field advisors.

2) The lack of an appropriate ratio of trainers to interns limited the effectiveness of training personnel and the benefits derived by interns from the program.

3) The lack of continuity of staff due to turnover seriously limited program continuity and the progress of interns.

4) The long hours required and low pay often offered to field advisors made it difficult to attract staff of exceptional ability and experience.

5) Curriculum developers or writers needed to have a thorough background in both the content and process of training if materials were to support the needs of interns in both theoretical knowledge and job-related skills.

- Recommendations and Implications

1) Staff selection and assignments should be made in light of the location of interns and field sites and, where feasible, in an area requiring only limited travel.

2) Staffing ratios between field advisors and interns should be approximately one advisor to 8-10 interns.

3) Project staff should be trained to take a variety of roles and responsibilities to ensure program continuity during periods of staff turnover.

4) A staff development and training program should be established and maintained throughout the project since new concepts such as CDA require at least four to six months for field advisors and other staff to internalize and operationalize.

5) Project staff should possess both academic and experiential qualifications for appointment as field advisors. This should include prior experience in the classroom setting as well as in adult education and training.

6) Projects conducted outside of educational institutions should select their staffs in light of institutional requirements for faculty appointment, especially where academic credits are desired for areas of agency-provided training.

## Project Advisory Boards

Each of the pilots established an advisory board to support the efforts of the project. Several pilots noted areas in which the role of the board could be improved:

1) Board members' private responsibilities often limited their regular participation.

2) The scheduling of convenient times for board meetings was difficult, especially after the project became operational.

3) Obtaining input from individual members was difficult and often required formal board meetings.

4) Keeping the board briefed on the project and maintaining the board's level of participation as a functional unit was difficult after project implementation.

- Recommendations and Implications

1) To limit time and scheduling problems faced by board members, regular briefings should be provided to members and meetings should be scheduled on a bimonthly or quarterly basis.

2) Procedures should be established whereby individual members can provide input and assistance to the project, thereby limiting the need for frequent meetings of the entire board.

3) Board members should be selected on the basis of their representation of the various constituent groups served by the pilot. People selected should indicate their willingness and availability to serve the project.

## Program Development

- Recruiting, Screening, and Selecting Interns

While the recruitment and selection of interns was closely tied to the agencies participating in the pilot project, there was a specific requirement that people selected meet basic criteria established by ACYF. In addition, pilots were expected to select interns based on other criteria and procedures of their own.

Each of the projects developed additional criteria and followed specified procedures for recruiting, screening, and selecting interns. Over time, each of the projects found it necessary to revise or improve selection criteria and procedures. Discussed below are a number of problems and recommendations arising out of their experience.

- Problems

1) It was sometimes difficult to find interns with the combination of skills, credentials, and child care experience necessary for successful participation in CDA training.

2) When turnover of interns occurred, it created a lack of stability and continuity in the training program.

3) Some interns who were required by their employers to participate in CDA training in order to meet agency in-service training requirements sometimes exhibited a low commitment and interest level.

4) The lack of basic classroom and child care experience sometimes resulted in poor training performance by formerly unemployed interns.

5) Screening procedures were not refined enough for making informed judgments about interns' skills (communication, experiential, and job-related).

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6) Many interns had limited communication skills (reading, writing, and speaking).

7) Because of the lack of adequate screening some interns were enrolled who were not suited for performance-based training.

8) A great deal of anxiety developed on the part of those applicants who were not selected for initial enrollment in the training program.

9) Union rules often forced projects to select interns based on union criteria of seniority.

10) Agency promotion policies were sometimes tied to college training. This often forced candidates into the CDA program or created anxiety regarding academic versus CDA competency-based training.

- Recommendations and Implications

1) Interns should be selected in groups of from four to nine for training and observation purposes and to establish a "core group" relationship with a single trainer.

2) Written agreements should be established with interns to delineate the responsibilities of the project and those of the intern.

3) Where an intern's participation in CDA training is mandated by his/her employer, a distinction should be made between this selection approach and that which is followed for other interns so that there is a clearer understanding of motivation.

4) Site-based observations should be included as part of the screening process to appraise the applicant's knowledge and skills in the classroom.

5) Where feasible, applicants should be appraised in relation to communication skills (reading, writing, and speaking).

## Selection of Field Sites

Field sites that were selected by the pilot projects were often the interns' place of employment or one of the agencies participating in carrying out the pilot project. Some projects were able to establish criteria for site selection. Through intern turnover or program expansion, the pilots were able to refine the selection process and evolve more definitive criteria for site selection.

- Problems

The following were some of the operational problems and concerns that had to be addressed with reference to selection of field sites:

1) The cost of travel and the great distances between field advisors and sites were recurring problems faced by the pilots.

2) Where demonstration centers or similar agencies served as field sites, their educational approach and philosophy were sometimes at variance with that espoused by the pilot.

3) Obtaining field placements for unemployed interns or for the transfer of interns for field training required extensive coordination and cooperation among the sites and the pilot staff.

4) The termination of field advisors or site-based trainers made it necessary to choose new sites and relocate interns, causing disruption in the training process.

5) At times there was a conflict between agency and pilot priorities in fulfilling field site responsibilities.

6) Lack of support by center administrators and lead teachers affected the quality of field support and training received by interns.

- Recommendations and Implications

1) High quality field site placements are imperative to the success of the CDA program.

2) Center administrators and key staff should indicate in writing their willingness and commitment to provide field support as a condition of site selection.

3) Sites should be selected that are geographically accessible to interns and field advisors.

4) Where demonstration centers are used by the pilot, program input and control should be sought in order to relate the educational program to the CDA training project.

### Obtaining Academic Credit

The majority of the CDA pilot projects were able to obtain academic credit for courses and field training during the period of program operation. The amount of credit, its transferability, and its applicability to designated degree requirements differed widely among the projects. Often, credit was a function of the project's status and sponsorship, staffing, the policies and practices of the institution, and institutional flexibility.

- Problems

Numerous problems arose concerning credit for CDA training:

1) Intern status (regular versus special student) often affected the award of credit by the institution for CDA training.

2) Project personnel--especially field advisors--whose academic credentials did not meet faculty requirements often were not permitted to provide accredited courses or training modules, or the training they did provide was denied accreditation.

3) Projects conducted outside the education department or outside the institution often had to negotiate credit on a course-by-course basis.

4) Problems arose concerning the transferability of credits from two-year to four-year institutions. Often such credits were assessed on a course-by-course basis.

5) Within some four-year institutions, credits awarded for CDA training applied only as electives toward degree requirements.

6) CDA training curricula (modules) were sometimes at variance with institutional course structures and crediting systems.

7) Distinctions between upper- and lower-division courses affected the granting of credit between two- and four-year institutions.

- Recommendations and Implications

1) Intern status in terms of entrance requirements should be resolved before project startup to facilitate award of credit for CDA training.

2) Decisions concerning the applicability of all institutionally provided courses to the designated degree should be obtained during the planning phase.

3) To facilitate the award of credit for field training, the curriculum should be coordinated with existing institutional courses, and trainers should be selected with reference to faculty appointment requirements.

4) Joint curriculum planning should occur between the participating two- and four-year institutions to ensure credit transferability and applicability to the designated degree.

## B. CURRICULUM DEVELOPMENT

The volume of curriculum materials produced by the pilot projects demonstrates that innovation carried with it commitment, enthusiasm, and growth. Some 148 curriculum modules and other training and resource materials are either available or in the process of becoming available to other program developers and trainers. Difficulties faced by pilot staffs with the curriculum development task were largely related to materials development, both at the time of curriculum development and during the implementation stages. Often both sets of problems were interrelated and stemmed from the developmental nature of the entire CDA effort.

The pilot staffs were faced with the difficult task of pioneering a new program. This task included developing a new curriculum based on the CDA Competencies and a design for curriculum implementation based on the Training Criteria. They had only the six broad CDA Competency Areas, their sub-areas, and the list of Personal Capacities (see Appendix A for a complete listing) to work with. They could not wait for the CDA Consortium assessment system to be finalized. Pilots had to proceed with curriculum materials development and a design for curriculum implementation. The pilot projects were in operation for two years before the CDA role definition, the 13 Functional Areas, and the accompanying competency standards were officially accepted by the CDA Consortium Board of Directors.

### Curriculum Materials Development

#### • Initial Difficulties

The initial difficulties encountered with materials development were related to:

1) Staff time and availability

2) Consultants' expertise and availability.

Staff time and availability were cited as the greatest problem, since the pilots faced the need of having to implement the curriculum almost before it had been written or while it was being written. Such a demand was both time-consuming and frustrating.

For those pilot staffs that hired outside consultants to do the writing, there were problems of consultants' not having adequate background knowledge or experience with early childhood curricula, centers for young children, or writing for a wide range of educational backgrounds.

#### • Recommendations and Implications

Recommendations and implications stemming from the above difficulties are as follows:

1) Highest priority should be given to the development of curriculum materials before curriculum implementation.

2) If a project must begin curriculum implementation before completing curriculum materials development, extra staff should be hired at the outset of the project for these tasks.

3) Outside consultants should be properly qualified. The desired content and expectations for delivery of materials should be clearly specified. The first version should be a draft only, and the draft should then be examined by all parties concerned, edited, and refined before dissemination.

#### • Difficulties Related to Lack of Consistency Between Curriculum Materials and CDA Training Criteria

Once curriculum implementation began, further difficulties were encountered with the materials that had been developed. An immediate problem was one of maintaining the integrity of the CDA concept of individualization. If only modules 1, 2, and 3 relating to Competency Area I were ready, there were then no materials available to meet the needs of the intern who was already competent in that area. The result was that all interns were working on the same module and were very likely doing the same activity--seeing the same film and reading the same background materials--rather than choosing the learning alternative that would best meet their individual needs.

Further, each program tended to develop one style for module writing. In some cases, interns followed an outline only, which included suggested activities but no content. In those cases, the intern who functioned better with a more comprehensive approach (with content and specifics spelled out) had problems. Some interns desired a "textbook," but project staffs experienced difficulty in adapting regular textbooks to the CDA approach. Also contributing to the problem of individualization was the fact that supplementary CDA training and resource materials, especially audiovisuals, were not available or had not been developed.

A more serious problem of quality in the materials concerned the performance criteria stated in the curriculum modules. Often these criteria were not closely related to CDA competency standards. Another problem was that the criteria were not always closely related to the learning activities stipulated in the module. Further, although products were often required (a lesson plan, a case study), how these might be used by the intern to document competence in the training portfolio or final assessment portfolio was not specified. In some cases academic content was neither included nor mentioned in relation to the learning activities.

- Recommendations and Implications

Although some pilot project staffs had already taken steps to remedy some of these difficulties by revising their materials, the following are overall recommendations and implications:

1) Curriculum materials should provide for all learning styles and reading levels. A plan should be developed to match learning styles with learning resources.

2) Curriculum materials should incorporate the CDA Consortium Functional Areas and competency standards.

3) A mechanism should be established for obtaining feedback from interns and trainers and from those in other programs using the materials. The mechanism should also establish a plan for making revisions based on this feedback.

## C. CURRICULUM IMPLEMENTATION

Chapter III described how pilot projects faced the challenges of meeting the CDA Training Criteria for:

- Integration of academic content and field experiences
- Supervised field experiences
- Individualization
- Flexible scheduling.

In this section, the focus in on the impact of the innovative endeavors, the difficulties encountered, and resulting suggestions and implications.

## Integration of Academic Content and Field Experience

Once pilot project staffs were able to implement the CDA Training Criterion of providing for the "integration of academic content and field experiences," the Criteria of "supervised field experiences" and "individualization" seemed to fall into place. If interns were to be able to apply academic content through experiences in the field, it was necessary to gain access to and the cooperation of centers whose interns were employed and to arrange for field placements for those who were not. And, since the next Criterion specified that the field experiences be "supervised," it meant that CDA staff would need to make site visits. Going on-site and observing one intern in his/her classroom meant one-to-one interaction, which facilitated meeting the Criterion of "individualization" of training according to each intern's acquisition of the CDA Competencies.

With very few exceptions, the pilots brought their interns together in either large- or small-group sessions for delivery of academic content or experiences. In spite of cost and management problems, bringing the interns together for these sessions was perceived positively by pilot staffs and interns alike. Although the types of sessions differed markedly across projects, interns reported that through these group experiences they learned:

- A sense of group identity (that others were experiencing similar joys and fears)
- A sense of their own identity (through discussion and sharing they gained insight into their own uniquenesses, strengths, and training needs)
- Skill in communicating about their work (verbalizing about what they were doing and how to demonstrate that they were competent in working with young children)
- Group process skills (how to give and take in group discussions, and the respect that comes from sharing)
- Information about the national scene and their part in the total CDA effort.

Some of these positive learnings were also reported in pilots where interns were clustered together in one or two nearby centers. In projects where interns did not have regular opportunities to interact on an academic basis with other interns, pilot staffs felt that some significant group learning was missed. Interns in these pilots reported that although they enjoyed working in the individualized learning modules, they preferred group interactions to working completely alone in the modules.

- Recommendations and Implications

The message that was evidenced in the documentation reports from pilot staffs and the survey of interns in these projects led to the following recommendations and implications regarding regularly scheduled group academic experiences:

1) In innovative training efforts, learning is facilitated when participants have regularly scheduled opportunities for interaction with one another.

2) When this interaction has a focus, such as academic content in relation to specific work in the field, individuals gain the opportunity to understand:

    a) their own role and functioning in regard to their work

    b) their role within the group

    c) their role within the community or societal context.

## Supervised Field Experiences

- New Concepts and Insights

As CDA pilot staffs began grappling with plans to meet the CDA Training Criterion that 50 percent or more of the interns' total training time be spent in "supervised field experience," the task appeared almost insurmountable. As it turned out, their pessimism stemmed from the fact that they were approaching the task with traditional perceptions and concepts of the term "supervised." To have a field supervisor sit in a corner of the classroom observing and taking notes during 50 percent of the training time was physically and financially impossible.

However, as pilot staff members, advisory boards, and interns continued to grapple with the problem, they came to realize that they had been caught up in tradition, and they began allowing themselves to use the word supervisor innovatively. Their success in doing so is evidenced by the list of field activities and experiences that evolved. In Chapter III, Figure 3-13 (pages 60-61) shows the myriad field experiences labeled "supervised."

Not that the CDA field advisor did not spend innumerable hours in the classroom observing and recording the activities of the intern. It was simply that there were many more activities and experiences that were legitimately "supervised." The key appeared to be that the experiences were related to academic content that had been presented in a seminar, module, workshop or course and was being written up or worked up for later feedback from the field advisor, other CDA staff, or peers, rather than simply experiences that were part of being "on the job."

Not only did a new concept of "supervised" field experience evolve, but so did a new concept of the "supervisor." The roles and responsibilities that evolved called for a person with varied and complex skills that went far beyond the traditional. Included in the list of skills were those of teacher, trainer, friend, counselor, psychologist, early childhood educator, manager, and public relations expert. Roles and responsibilities included:

1) Serving as a model for the teacher's role in the teacher-learner relationship and for the use of human relations skills

2) Reviewing written work individually or in small groups

3) Interpreting modules/learning packages

4) Observing and recording teaching episodes

5) Videotaping and audiotaping of teaching episodes

6) Holding conferences

7) Counseling

8) Conducting interviews

9) Conducting initial and ongoing appraisals

10) Developing individualized training plans

11) Assisting the intern with the development of portfolios for training and final assessment

12) Participating as trainer in the Local Assessment Team meeting

13) Keeping records

14) Communicating with center staffs and agencies

15) Conducting seminars and workshops

16) Serving as liaison with educational institutions.

Knowledge was another important dimension for the field advisor. Areas of expertise included:

1) Early childhood education

2) Child development

3) Human relations

4) CDA Consortium final assessment process

5) CDA competency-based Training Criteria

6) Self-concept theory.

Considered far more important than knowledge in some pilots was the field advisor's ability to work with the intern in a team relationship. Cited over and over again in the documentation reports was the necessity for the field advisor-intern relationship to be one of mutual trust. To establish that sense of trust, the following attitudes and skills were listed as critical for the field advisor:

1) Being sensitive to the intern's strengths, skills, and needs

2) Listening and responding with empathy, trust, and concreteness

3) Using principles of encouragement to foster growth and self-confidence

4) Recognizing and respecting individual differences in comprehension, learning style, employment responsibilities, and personal experiences

5) Creating a supportive environment

6) Giving constructive feedback.

- Positive and Negative Impact of the Intern as Change Agent

An intern's growth had potential for both a positive and a negative influence at the field site. On the positive side, as interns grew and changed as a result of their on-site field experiences and positive field advisor-intern relationships, they also had the potential of helping other center staff grow. This was especially noticeable when an intern was part of a team-teaching situation. The result was that both team members applied academic content in the field. When an intern's learnings were also shared in in-service meetings or on-campus group sessions, the intern became a trainer for others, and reciprocal gains were made in the areas of self-concept and self-esteem.

On the negative side were problems at field sites when other center staff came to feel threatened by the growth of the interns. Interns were then caught up in these cross-currents, wanting to put their new learning alternatives to work, but feeling inhibited from doing so.

- Recommendations and Implications

Since the problem of perceptions of threat was fairly widespread, many similar recommendations recurred throughout the documentation reports. These were:

1) The relationship between pilot staff and field site staff should be close.

2) Pilot staff should involve the field site staff in the interns' program.

3) Every effort should be made to increase communication with the field site staff concerning CDA and the purposes behind the total effort

4) Where the intern is not an employee, the pilot staff should involve the field site staff in the screening process before acceptance and placement of the intern.

- Other Areas of Difficulty Concerning Field Sites

Since the majority of interns were employed in centers, pilot staffs were not always able to choose centers according to established guidelines. As a result they were sometimes faced with the complicated problem of having an intern in a setting where the lead teacher was a negative model.

- Recommendations and Implications

The following recommendations offered by pilot staffs reflect the range of severity of the problem:

1) The field advisor should introduce other teaching strategies--readings, videotapes, and films--in order to overcome the effects of poor examples.

2) If the problem can be isolated, the intern should be encouraged to complete a learning package or learning module in the problem area.

3) If the intern is not allowed to take an active role in the classroom, the field advisor should intervene.

4) Negotiation should be attempted with the field site employer for release time for the intern to spend at another center.

5) A variety of field sites should be used and exchanges of interns between them should be encouraged.

Another problem emerged for several pilots when there were communication problems within the associated field site or grantee agency. The solution offered was that the pilot staff try to be supportive of each person's perceptions of the problem, and try to work as communications facilitators.

## Individualization

- Difficulties with the Individualization Process

Pilot projects' attempts to individualize the training according to each intern's acquisition of the CDA Competencies were at the very outset complicated by a number of variables. The CDA concept of individualization required that field advisors conduct initial and ongoing appraisals with respect to demonstrated competence. This task was one that most field advisors had not had experience with. And since the CDA Consortium assessment system had not been finalized and there were no Functional Areas to use as a focus, the appraisals were very general in some pilots and minutely specific in others.

A further complication was that in those projects where modules formed the basis for individualization, complete individualization had to be delayed until all modules were written. In addition, there were few supplementary training and resource materials available across the nation to use in meeting individual learning styles.

As the pilots moved into their second and third years of operation some of the complications diminished or disappeared. However, there still remained difficulties with individualization in relation to:

1) Curriculum materials
2) Course sequencing
3) Initial and ongoing appraisals
4) The intern's self-confidence.

- Curriculum Materials

In addition to the difficulties described in the discussion of curriculum development, pages 89 to 91 , further problems of individualization with respect to curriculum materials were that:

1) Curriculum module instructions to interns were not always explicit.
2) Interns with low reading and comprehension levels had difficulty with some of the writing found in the modules, whereas other interns complained that the writing was elementary. They felt they were being "talked down to."
3) Some pre- and post-appraisal tasks in the modules relied on level of language skills rather than on performance in the field.

- Recommendations and Implications

The following recommendations and implications were put forward regarding curriculum materials and the need for individualization:

1) Module instructions should be clearly written. Definitions of terms should be added to curriculum materials for clarification.
2) Individualization of training should include basic communication skills.
3) A choice of modules with different writing styles, levels of instruction, learning activities, and accompanying supplementary resource materials should be available for meeting individual needs and learning styles.
4) Module pre- and post-assessment tasks should be validated by field observations and conferences.

- Course Sequencing

In some pilots, individualization was limited, in that interns were required to complete a sequence of courses. In these situations, responsibility for individualization was placed on the field advisor. Difficulties occurred when field advisors were unclear about what was taking place in the on-campus courses.

Recommendations for surmounting this problem are that each program set up a mechanism to provide for two-way communication between field advisors and course instructors, as well as for scheduled three-way conferences to include the intern. Where travel is a problem, the three persons can communicate with one another by using audiotapes or videotapes.

- Conducting Initial and Ongoing Appraisals

A major innovation in CDA training with respect to the Criterion of supervised field experience was that the role definition for the supervisor was changed to incorporate a team relationship with the intern. This shift from the traditional supervisor role to one of sharing the responsibilities as a member of a team was often difficult for both the field advisor and the intern. It required the intern to take equal responsibility in the initial and ongoing appraisal process by doing self-appraisals, comparing perceptions of personal strengths and training needs, and then reaching consensus with the field advisor about the ongoing training plan. The successful field advisor-intern teams were those in which both members could "give and take," where there were mutual respect, clearly stated goals, and freedom to grow.

Two problems were especially significant for some interns in the area of appraisals:

1) The initial field observation as part of the initial appraisal was perceived as threatening.

2) The self-appraisal process proved to be extremely difficult.

Recommendations for alleviating the feelings of threat and difficulty involved with being observed in an initial appraisal and for conducting self-appraisals are as follows:

1) Interns should be given a thorough orientation to the CDA program before the field advisor attempts the initial field observation.

2) The field advisor should follow up the total group orientation sessions with one-to-one orientation conferences.

3) Undertaking of the initial appraisal should be individualized for each intern. The time it takes to build trust varies from person to person.

4) The field advisor should be objective in recording field observations and should provide the intern with copies of the recorded information. This process will help the intern gain trust in the field advisor.

5) Regularly scheduled field observation visits by the field advisor, followed promptly by feedback conferences, will increase the intern's trust in the appraisal process.

6) The field advisor should use special forms for recording observations. These should be shared with the intern before the observation. The intern should also write up his/her perceptions of the teaching episode on a similar form immediately following the observation by

the field advisor. The intern and advisor should then hold a conference to compare perceptions and set up the training plan.

7) It might be helpful in some cases for the field advisor to use other field advisors or the center director to observe the intern as an occasional validity check. If a field advisor becomes aware of personal bias, it may be necessary to shift an intern to another advisor.

8) Field advisors will need to work harder to build trust where interns are afraid to appraise themselves negatively for fear their jobs might be in jeopardy.

- Intern's Lack of Self-Confidence

Another area of difficulty with respect to individualization occurred when interns lacked confidence in themselves. This lack was evidenced when they did not move through the modules at the individualized rate provided for in the modules. Instead, they tended to work on the same modules and at the same rate that other interns were working. They also completed all of the activities without ever using the challenge option. Especially adverse affects on rate of progress through the modules occurred when the intern's literacy level was low and counseling for tutoring in communication skills was threatening.

A recurring recommendation from pilot staffs to surmount the difficulties accompanying low self-esteem was to give top priority to working on the intern-advisor relationship. The theory is that understanding, acceptance, and openness are crucial factors that strengthen self-concepts and encourage interns to become actively involved in their own learning. Trust, once established, allows for open communication between the intern and the field advisor and motivates the intern to a sense of self-commitment.

## Flexible Scheduling

Given that so many pilot project were housed in degree-sharing, credit-giving institutions operating on a quarter or semester system, great strides were made concerning the Criterion of flexible scheduling. Interns were able to move at their own rate in most institutions. Exit could be made from the training program when interns had demonstrated competence.

- Difficulties Encountered

Difficulties encountered with flexible scheduling were of a more personal nature and concerned the impact of the entire CDA innovative training endeavor, including the CDA Consortium's final assessment process, on the intern's self-perceptions. An important variable was the quality of the relationship between the field advisor and intern.

The flexible scheduling Criterion brought into focus the need for counseling skills on the part of the field advisors and other pilot staff members. Although some interns had dropped out of the project before the time came to decide about their readiness for exit from the training program, in some cases interns with a great many deficiencies needed to be counseled out. Counseling was facilitated when a close interpersonal relationship had developed between field advisor and intern.

Additional counseling was required to help interns solve some of the problems associated with the final assessment process. Although pilot staffs provided assistance in assembling the portfolio and serving on the Local Assessment Team, the responsibility for following through with the CDA Consortium's requirements was ultimately in the hands of the intern. In some programs a drop in motivation occurred when the interns were in the final stages of preparation. Various reasons for this problem were posited by pilot staffs:

1) The LAT process was too threatening.
2) Portfolio development created anxiety.
3) Problems occurred in scheduling final assessment observations.
4) The future employment picture was uncertain, and there was no assurance that interns would continue in a training program.
5) The agency in which the intern was employed did not encourage the acquisition of the CDA credential.
6) The agency in which the intern was employed did not offer a salary increment for attainment of the CDA credential.

The Threat of Final Assessment--To lessen interns' anxieties about final assessment, training programs should relate ongoing appraisal procedures to final assessment procedures:

1) Since the Functional Areas are used as a focus for final assessment, they should also be used as a focus during the training process.
2) Since the CDA candidate must complete a final assessment portfolio, the intern should have experience in compiling a training portfolio.
3) Since the intern needs to discuss his/her demonstrated competence during the LAT meeting in the final assessment process, he/she should gain experience in doing so with CDA staff members during training.
4) Since the intern operates as a peer during the LAT meeting, this peer relationship experience should also occur between the intern and field advisor during training.

Acceptance for the CDA Credential--Gaining acceptance for the CDA credential would be facilitated by providing all agency personnel with an orientation to the total CDA concept and then keeping two-way communication channels open by encouraging agency input into all aspects of the CDA program.

Summary

One single message that came through in the recommendations and implications concerning the CDA Training Criteria was that the field advisor was crucial to curriculum implementation. This person was the *vital link* for providing continuity between field and academic sessions in many programs. This person was *totally* responsible for the supervised field experiences component and sometimes was the *only* person responsible for individualization of training with respect to the CDA Competencies. This person was often in charge of CDA public relations, as he/she contacted and worked with the important center and agency personnel. This person ministered special counseling during the final assessment process.

Roles and responsibilities were myriad. The overarching implication seems to be that field advisors need to be trained. The roles and responsibilities of these new professionals need to be recognized by early childhood and other educators. Field advisors must be selected with care. Once selected they must be supported. But, most important, they need special training. Colleges, universities, and other training institutions should take cognizance of this important need that has surfaced as a result of careful documentation by pilot project staffs.

## D. CONCLUDING STATEMENTS

Innovation is equated with change, and innovators are called "change agents." From the very outset the CDA pilot project staffs were charged with developing innovative approaches to CDA training. Innovation carries with it the potential for creating:

- Excitement as well as anxiety
- Commitment as well as resistance
- Enthusiasm as well as reluctance
- Growth as well as regression

within the innovators and their innovative projects, as well as in those with whom they work or whom they affect indirectly.

The documentation reports of the 12 pilot projects have provided insight into these dimensions of innovation. In three short years project staffs attempted a form of untried training while waiting for an untried assessment and credentialing system--knowing full well that their interns would one day be very visible as they proceeded through that newly developed system.

When that day finally came and the interns proceeded through the final assessment process and began to share their reactions and feelings, project staffs gained a deeper understanding about CDA competency-based training. They began to see:

1) The validity of the assumptions about learning made by ACYF when designing CDA training:

   - Education of adults should provide for individual differences in experience and learning needs.
   - Supervised field experiences are valid and important avenues to learning and provide opportunities for making direct applications of knowledge.
   - Length of time in training should relate to individual needs in acquiring and demonstrating competence.

2) The positive influence on an intern's success in demonstrating competence when the CDA Training Criteria are followed during training.

3) The difference between CDA performance-based assessment and specifying behavioral objectives.

4) The importance of the team relationship during training and in the final assessment process.

And, most importantly, they realized that institutions and agencies *can* change and *do* change as they become partners in innovation working toward a common goal.

# Appendices

## APPENDIX A: GLOSSARY OF CDA TERMS AND PROCEDURES

CDA, Child Development Associate--A competent person who assumes primary responsibility for meeting the specific needs of a group of children in a child development setting by nurturing the child's physical, social, emotional, and intellectual needs; setting up and maintaining the child care environment; establishing a liaison relationship between parents and the child development center. (Role definition adopted by the CDA Consortium Board of Directors, December, 1974.)[1]

CDA candidate--A person whose application has been accepted by the Child Development Associate Consortium and who has officially been registered as a candidate for the CDA credential.

CDA Competency Areas--The basis of training and credentialing for Child Development Associates.[2] The CDA is expected to demonstrate competence in six areas. The six CDA Competency Areas are listed below followed by subcategories of skills, called Organizers, that relate to each broad CDA Competency Area:

I Setting Up and Maintaining a Safe and Healthy Learning Environment

- Organize space into functional areas recognizable by the children, such as block building, library, dramatic play, etc.

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[1] Toward an Assessment System: Efforts to January, 1975 (Washington, D.C.: Child Development Associate Consortium, Experimental Edition, 1975).

[2] Becoming a Child Development Associate: A Guide for Trainees (Washington, D.C.: Department of Health, Education, and Welfare, 1975).

- Maintain a planned arrangement for furniture, equipment and materials, for large and small motor skills learning, and for play materials that is understandable to the children.

- Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.

- Arrange the setting to allow for active movement as well as quiet engagement.

- Take preventive measures against hazards to physical safety.

- Keep light, air, and heat conditions at best possible levels.

- Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities.

- Provide for flexibility of planned arrangement of space and schedule to adjust to special circumstances and needs of a particular group of children or to make use of special educational opportunities.

- Recognize unusual behavior or symptoms in children that may indicate a need for health care.

II Advancing Physical and Intellectual Competence

- Use the kinds of materials, activities, and experiences that encourage exploring, experimenting, and questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

- Recognize and provide for the young child's basic impulses to explore the physical environment and master the problems that require skillful body coordination.

- Increase knowledge of things in the child's world by stimulating observation and providing for manipulative-constructive activities.

- Use a variety of techniques for advancing children's language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

- Help children work gradually toward recognition of the symbols designating words and numbers.

- Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or by plan according to relationships and conceptual dimensions; classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship; causality.

- Provide varied opportunities for children's active participation, independent choices, experimentation, and problem-solving within the context of a structured, organized setting and program.

- Balance unstructured materials such as paint, clay and blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.

- Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, seeking answers and solutions for the real problems that are encountered, and reviewing the outcomes of experience.

- Support expressive activities by providing a variety of creative art media and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.

- Use, support, and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; provide time, space, necessary materials, and guidance in accord with the importance of play for deepening and clarifying thought and feeling in early childhood.

### III Building Positive Self-Concept and Individual Strength

- Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl, as a member of his/her family and ethnic group, and as a competent individual with a place in the child community.

- Give direct, realistic affirmation, based on the child's actual behavior, to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation.

- Demonstrate acceptance to the child by including his/her home language functionally in the group setting and helping him/her to use it as a bridge to another language for the sake of extended communication.

- Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situation by adjusting the teacher-child relationship to individual needs by using a variety of teaching methods and by maintaining flexible, progressive expectations.

- Recognize when the child's behavior reflects emotional conflicts regarding trust, possession, separation, rivalry, etc., and adapt the program of experiences and teacher-child and child-child relationships so as to give support and to enlarge the child's capacity to face these problems realistically.

- Be able to assess special needs of individual children and call in specialist help where necessary.

- Keep a balance for the individual child between tasks and experiences from which he/she can enjoy feelings of mastery and success and other tasks and experiences that are a suitable and stimulating challenge to him/her, yet not likely to lead to discouraging failure.

- Assess levels of accomplishment for the individual child against the background of norms of attainment for a development stage, taking into careful consideration his/her individual strengths and weaknesses and considering opportunities he/she has or has not had for learning and development.

## IV Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment

- Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development.

- Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative--love, sympathy, enthusiasm, pain, frustration, loneliness, or anger.

- Establish a reasonable system of limits, rules, and regulations to be understood, honored, and protected by both children and adults, appropriate to the stage of development.

- Foster acceptance and appreciation of cultural variety of children and adults as an enrichment of personal experience; develop projects that use cultural variation in the family population as resource for the educational program.

## V Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations

- Incorporate important elements of the cultural backgrounds of the families served;food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.

- Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

- Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.

- Perceive each child as a member of his/her particular family and work with the family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.

- Recognize and use the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate in and enrich the group program.

## VI Carrying Out Supplementary Responsibilities Related to the Children's Programs

- Make observations on the growth and development of individual children and changes in group behavior, formally or informally, orally or in writing, and share this information with other staff involved in the program.

- Engage with other staff in cooperative planning activities --for example, schedule or program changes indicated as necessary to meet particular needs of a given group of children, or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.

- Be aware of management functions, such as ordering supplies and equipment, scheduling staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safeguarding health and safety, and transmitting needs for efficient functioning to the responsible staff member or consultant.

CDA Consortium--A private, nonprofit corporation made up of representatives of 38 national groups and two public members concerned with the education and development of young children. The CDA Consortium is responsible for developing and implementing the CDA assessment and credentialing system.

CDA Credential Award System--The system developed by the CDA Consortium that provides for all necessary contracts, communications, evaluations, and activities required of a person seeking the CDA credential.[1] Six phases are included:

1. Pre-entry process
2. Intake and initial assessment activity
3. Candidate readiness
4. Team assessment
5. Award
6. Post-award activity.

CDA Consortium assessment--The phase in the CDA Credential Award System in which the CDA candidate's performance in working with young children is assessed. This assessment is conducted by a team of persons, the Local Assessment Team (LAT), made up of:

- The CDA candidate
- The candidate's trainer
- A parent-community representative
- A Consortium representative.

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[1] The Child Development Associate Consortium Credential Award System: A Report on its Development and an Evaluation of its First Year of Operation (Washington, D.C.: The Child Development Associate Consortium, 1976, p. 3).

Each member, over time, collects information on the candidate's performance. This information is brought to the LAT meeting where members study, discuss, and evaluate the information in relation to the CDA competency standards. They then make a recommendation to the Consortium regarding award of the CDA credential.[1]

CDA Training Criteria,
CDA Training Guidelines--Guidelines for implementing CDA training:

1. Training should relate to the CDA Competencies.
2. Valid credit should be offered for the training.
3. Fifty percent or more of the total training time should be supervised field work.
4. Academic content and field work should be integrated.
5. The training should be individualized with respect to each person's acquisition of the CDA Competencies; there should be provision for initial and ongoing appraisal.
6. Training should be flexibly scheduled. Successful completion of the training program should depend on participants' demonstration of the CDA Competencies.[2]

Field advisor--The person who advises, counsels, recommends, guides, and assists CDA interns in their field work. Comparable terms are field supervisor, field coordinator, instructor, and trainer.

Final assessment--See CDA Consortium assessment. The word "final" is used to distinguish this assessment from that conducted as a part of CDA training.

Functional areas--Further delineations of the six broad CDA Competency Areas. They were developed and defined by the CDA Consortium in order to direct the focus of observation within the Competency Areas. The definitions, or competency standards, for the 13 Functional Areas are:

1. SAFE: Candidate provides a safe environment by taking necessary measures to reduce or prevent accidents.
2. HEALTHY: Candidate provides an environment that is free of factors which may contribute to or cause illness.
3. ENVIRONMENT: Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

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[1] The Child Development Associate Consortium Credential Award System: A Report on its Development and an Evaluation of its First Year of Operation. (Washington, D.C.: The Child Development Associate Consortium, 1976, p. 4).

[2] The CDA Program: The Child Development Associate, A Guide for Training. (Washington, D.C.: Department of Health, Education, and Welfare, 1973).

4. PHYSICAL: Candidate provides a variety of appropriate equipment, activities, and opportunities to promote the physical development of children.

5. COGNITIVE: Candidate provides activities and experiences which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of the child.

6. LANGUAGE: Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

7. CREATIVE: Candidate provides a variety of experiences and media that stimulate children to explore and express their creative abilities.

8. SELF-CONCEPT: Candidate helps each child know, accept, and appreciate him/herself as an individual.

9. INDIVIDUAL STRENGTH: Candidate helps each child develop a sense of independence and acquire the ability to express, understand, and control his/her feelings.

10. SOCIAL: Candidate helps the child learn to get along with others and encourages feelings of mutual respect among the children in the group.

11. GROUP MANAGEMENT: Candidate establishes a positive routine and simple rules for the group that are understood and accepted by children and adults.

12. HOME/CENTER: Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

13. STAFF: Candidate works cooperatively with other staff members concerning plans, activities, policies, and rules of the center.[1]

Initial and Ongoing Appraisal--The processes in which training programs and interns make judgments about the interns' demonstrated competence during the CDA training program. (Comparable terms are initial and ongoing assessment.)

Intern--The person in CDA competency-based training whose goal is acquisition of the CDA credential. Comparable terms are trainee, candidate, student, etc.

Local Assessment Team (LAT) Meeting--See CDA Consortium assessment.

Organizers--Subcategories of skills related to the six CDA Competency Areas and 13 Functional Areas. They provide a basis for observations and for classifying or categorizing observations of a candidate's (intern's) performance within each area.

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[1] Toward an Assessment System: Efforts to January 1975 (Washington, D.C.: Child Development Associate Consortium, Experimental Edition, 1975).

Personal Capacities--The patterns of relating to children identified as essential to the CDA's ability to demonstrate the CDA Competencies:

1. Sensitivity to children's feelings and the qualities of young thinking
2. Readiness to listen to children to understand what they mean
3. Use of nonverbal forms of communication and adaptation of adult verbal language and style to maximize communication with children
4. Protecting orderliness without sacrificing childish spontaneity and exuberance
5. Perceptiveness of individuality and positive use of individual differences within the group of children
6. Exercising control without being threatening
7. Being emotionally responsive, taking pleasure in children's successes, and being supportive when they experience troubles and failures
8. Bringing humor and imaginativeness into the group situation
9. Commitment to maximizing the child's and his/her family's strengths and potentials[1]

Portfolio documentation--A method by which the intern (or CDA candidate) documents evidence of demonstrated competnece. Examples might be lesson plans, case studies, descriptions of parent involvement projects, etc.

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[1] Department of Health, Education, and Welfare, CDA Program.

# APPENDIX B: STATISTICAL INFORMATION

## INTERN INFORMATION

- The age range of interns in the pilots was from 18 to 56 years; the average was about 30.
- Most of the interns were female.
- The intern group included Blacks, Caucasians, American Indians, Portuguese, Chicanos, Asian Americans, Puerto Ricans, and others.
- The educational background of the interns ranged from some high school to master's degrees. The majority entered the program with a high school diploma or GED or some college credit.
- The interns had a variety of work experiences; the range was from no experience to many years in child care. The average was two to three years of work experience in child care.
- The interns' job roles ranged from parent volunteer to center director. Included in the job titles were aides, assistant teachers, head teachers, and educational coordinators.
- The number of interns per year in a pilot project ranged from 10 to 113 interns.
- Table B-1 summarizes intern characteristics across projects in percentages.

Table B-1

## CHARACTERISTICS OF INTERNS
## (ALL PROJECTS)

| CHARACTERISTICS | PERCENTAGE |
|---|---|
| Age | |
| 18 and under | 0.5 |
| 19-20 | 3.2 |
| 21-25 | 16.1 |
| 26-45 | 65.2 |
| 46 and over | 15.0 |
| Sex | |
| Female | 95.2 |
| Male | 4.8 |
| Ethnic Group | |
| American Indian | 11.1 |
| Asian American | 4.8 |
| Black | 28.9 |
| Spanish-Speaking | 15.9 |
| White | 38.9 |
| Other | 0.4 |
| Marital Status | |
| Single | 17.2 |
| Married | 67.4 |
| Other | 15.4 |
| Education | |
| Some High School | 11.4 |
| High School Graduate | 19.8 |
| Some College | 47.4 |
| Community/Junior College Graduate | 5.4 |
| College/University Graduate | 5.7 |
| Graduate Work | 3.7 |
| Other | 6.6 |
| Previous Work Experience | |
| Family Day Care Home | 1.7 |
| Day Care Center | 21.3 |
| Kindergarten/Nursery | 13.2 |
| Head Start | 46.8 |
| Other | 17.0 |

## COST INFORMATION

- Average gross expenditure per intern varied over time and from pilot to pilot. The average gross expenditure per intern for all projects for the total period of pilot project operation was approximately $1,097; the range among projects was from $354 to $1,960.

- Affecting the average gross cost per intern were the following variables related to program administration and management, staff, interns, curriculum development, and curriculum implementation:

  1) Program administration and management

     --start-up costs
     --availability of institutional facilities and materials
     --plan for tuition waivers

  2) Staff

     --number and type
     --staff on other payrolls
     --use of graduate students
     --travel costs

  3) Interns

     --number in program
     --number completing program, number leaving program, and number credentialed
     --reimbursement for travel, etc.

  4) Curriculum development

     --extent of materials development
     --use of outside consultants, writers, etc.

  5) Curriculum implementation

     --type and frequency of site visits by field advisor
     --locations of field sites
     --type and frequency of intern meetings
     --provision of release time for interns to attend meetings and academic sessions
     --use of videotape equipment at field sites
     --use of self-paced curriculum modules.

## APPENDIX C: COURSE AND CREDIT DISTRIBUTION

Appendix C presents some of the approaches used by the CDA pilots to relate CDA curriculum content to courses and systems for awarding academic credit. Information, where available, is also included on CDA curriculum modules and their relationship to course content and structure. Examples included are:

- CDA curricula and equivalent courses offered at the sponsoring institutions (Allen and Denver)
- Relationship of CDA Competencies to modules, courses, and credits (Fall River and St. Louis)
- Two broadly based academic courses used for CDA training at Idaho State University
- The CDA courses and units of instruction (modules) used at Eastern Oklahoma State College
- CDA curriculum modules developed (or used) at Hawaii, Idaho, and Oscar Rose Junior College.

## ALLEN UNIVERSITY

### CDA Curriculum and Equivalent Allen University Courses and Credits

| CDA Curriculum | Credits | Allen University Courses |
|---|---|---|
| Dimension I<br>Child Care | 3 | Psych. 313<br>Child Development |
| Dimension II<br>Human Relations | 3 | Soc. Sci. 331<br>Soc. Psychology |
| Dimension III<br>Modification of Environment | 3 | Ed. 440C<br>Methods & Materials in ECE |
| Dimension IV<br>Activity Planning/<br>Selection of Materials | 3 | Ed. 440D<br>Methods & Materials in ECE |
| Dimension V<br>Child Assessment | 3 | Ed. 456<br>Behavior of the Preschool Child |
| Dimension VI<br>Professional Development | 3 | Ed. 221<br>Introduction to Education |
| .... | ... | .... |
| Additional Credits<br>Upon Completion | 6 | Ed. 458<br>Directed Teaching (6 hours) |
|  | 3 | Art 331<br>For Elementary Teachers |
|  | 3 | Eng. 338<br>Literature for Children |
|  | TOTAL: 30 |  |

# COMMUNITY COLLEGE OF DENVER

## Course Equivalencies

## Early Childhood Education Program
## and
## Child Development Associate Competency Focused Curriculum

| COURSE | | CREDITS | COMPETENCY |
|---|---|---|---|
| CC 102 | Creative Activities | 3 | Competency A<br>Competency B |
| CC 103 | Introduction to Early Childhood Program | 6 | Competency A<br>Competency C<br>Competency F |
| CC 104 | Supervised Lab Experience | 6 | Competency A<br>Competency C<br>Competency D<br>Competency E |
| CC 105 | Supervised Student Participation | 6 | Approved Work Experience |
| CC 106 | Supervised Student Participation | 6 | Approved Work Experience |
| CC 107 | Supervised Student Participation | 6 | Approved Work Experience |
| CC 108 | Theories of Teaching the Young Child | 4 | Competency B<br>Competency C |
| CC 109 | Methods of Teaching the Young Child | 4 | Competency B |
| CC 210 | Supervision & Administration #1 (Staff) | 4 | Competency D<br>Competency F |
| CC 211 | Supervision & Administration #2 (Family & Community) | 4 | Competency E |

EXPLANATION:

To earn credits for any one college course, competency must be demonstrated in each of the equivalent CDA competencies as designated.

## COMMUNITY COLLEGE OF DENVER

Credit Distribution

| COMPETENCY | COURSE | CREDITS | TOTAL |
|---|---|---|---|
| A<br>Set up and maintain a safe and healthy learning environment. | CC 102 Creative Activities | 1½ | |
| | CC 103 Introduction to Early Childhood Program | 2 | |
| | CC 104 Supervised Lab Experience | 1½ | 5 |
| B<br>Advance physical and intellectual competence. | CC 102 Creative Activities | 1½ | |
| | CC 108 Theories of Teaching the Young Child | 2 | |
| | CC 109 Methods of Teaching the Young Child | 4 | 7½ |
| C<br>Build positive self concept and individual strength. | CC 103 Introduction to Early Childhood Program | 2 | |
| | CC 104 Supervised Lab Experience | 1½ | |
| | CC 108 Theories of Teaching the Young Child | 2 | 5½ |
| D<br>Organize and sustain the positive functioning of children and adults in a group in a learning environment. | CC 104 Supervised Lab Experience | 1½ | |
| | CC 210 Supervision and Administration #1 | 2 | 3½ |
| E<br>Bring about optimal coordination of home and center child-rearing practices and expectations. | CC 211 Supervision and Administration #2 | 4 | |
| | CC 104 Supervised Lab Experience | 1½ | 5½ |
| F<br>Carry out supplementary responsibilities related to the children's programs. | CC 210 Supervision and Administration #1 | 2 | |
| | CC 103 Introduction to Early Childhood Program | 2 | 4 |
| | | TOTAL CREDITS: | 31 |

# FALL RIVER

## Relationship of CDA Competencies to Modules and Courses

| COMPETENCY | MODULE NO. | FIELD EXPERIENCE | COURSE |
|---|---|---|---|
| A, 2,3 | 1. | Setting up the environment | |
| A, 4,7,8 | 2. | Daily Schedule | |
| A, 5,6,9 | 3. | Health & Safety | |
| | | 3 credits | |
| F, 1 | 4. | Observing Children | Child Devel. (Obs. Ch. & Percep. Motor Dev. & Prog.) |
| B, 2 (also B; D, 1,2,3; E, 1,5) | 5. | Perceptual-Motor Development & Program | |
| | | 3 credits | 3 credits |
| B, 6 and as above | 6. | Cognitive Development & Program | Child Devel. (Cog., Lang. & Soc.-Emo. Dev. & Prog.) |
| B, 4 and as above | 7. | Language Development & Program | |
| B, 12,13; C, and as above | 8. | Social-Emotional Development & Program | |
| | | 3 credits | 3 credits |
| C, 1,3,4; D, 4; E | 9. | Parents & Community | Parents & Comm. |
| | | 1 credit | 2 credits |
| Personal Capacities | 10. | Interpersonal Relations | Management of a pre-school classroom |
| F, 2,3 | 11. | Management: Planning & Curriculum | |
| | | 3 credits | 3 credits |

# ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

## Relationship of CDA Competencies to Modules, Courses, and Credits

### Semester I

| COMPETENCIES | MODULES | COURSES | | CREDITS |
|---|---|---|---|---|
| A. Setting Up and Maintaining a Safe and Healthy Learning Environment | 1. Physical Health & Safety | 89.151 | Health and Safety in the Preschool | 2 |
| | 2. Creative Use of Indoor and Outdoor Space | 89.150 | Organization of Classroom, Equipment, Material | 3 |
| | 3. Scheduling and Rhythm in the Environment | 89.152 | Planning and Scheduling Programs for Young Children | 1 |

### Semester II

| COMPETENCIES | MODULES | COURSES | | CREDITS |
|---|---|---|---|---|
| B. Advancing Physical and Intellectual Competence | 1. Play | 89.265 | Play and the Young Child | 2 |
| | 2. Stimulating Cognitive Development | 89.262 | Stimulation of Learning in Young Children | 2 |
| | 3. Development of Creative Self Expression | 89.264 | Development of Creative Expression | 2 |
| | 4. Language Development | | | |
| | 5. Physical Activities for Young Children | 89.263 | Development of Physical Competence | 1 |

## ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
(continued)

### Semester II
(continued)

| COMPETENCIES | MODULES | COURSES | | CREDITS |
|---|---|---|---|---|
| C. Building Positive Self-Concept and Individual Strength | 1. Building Positive Self-Concept | 89.170 | Self-Concept of Young Children | 3 |
| | 2. Assessing and Dealing with Individual Differences | 89.271 | Individual Differences of Young Children | 3 |

### Semester III

| COMPETENCIES | MODULES | COURSES | | CREDITS |
|---|---|---|---|---|
| D. Organizing and Sustaining Positive Functioning of Children and Adults in a Group Environment | 1. Social Development of the Young Child | 89.175 | Social Development of the Young Child | 3 |
| | 2. Teacher-Child Relationships/Classroom Management | 89.176 | Classroom Management | 3 |
| | 3. Adult Relationships in the Child Care Facility | | | |
| E. Bringing About Optimal Coordination of Home and Center Experiences | 1. Parent/Center Communication | 89.181 | Home-School Coordination in Programs for Young Children | 2 |
| | 2. Cultural, Ethnic, and Racial Variety in the Child Care Facility | 80.180 | Cultural and Ethnic Variety in the Preschool | 2 |

## ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
(continued)

### Semester III
(continued)

| COMPETENCIES | MODULES | COURSES | | CREDITS |
|---|---|---|---|---|
| F. Carrying Out Supplementary Responsibilities | 1. Management | 89.182 | Administration of the Preschool and Day Care Center | 3 |

### Semester IV

| COMPETENCIES | MODULES | COURSES | | CREDITS |
|---|---|---|---|---|
| • Competency A-F Review<br>• Relationship of Personal Capacities to Competencies A-F | (Module Review) | 89.183 | Capacities and Qualities of the Child Development Associate Relating to Physical Learning Environment | 1 |
| | | 89.184 | Relating to the Program | 1 |
| | | 89.185 | Relating to the Individual Child | 1 |
| | | 89.186 | Relating to the Social Environment | 1 |
| | | 89.187 | Relating to the Home & Center | 1 |
| | | 89.188 | Relating to Supplementary Responsibility | 1 |
| | | 89.189 | Skill Building Workshop | 3 |

# IDAHO STATE UNIVERSITY

## Academic Courses

102 - Special Topics in Education - Variable Credits

Positive functioning of children and adults in group learning environment. Safety, health, physical and intellectual competence, self-concept. Supplementary responsibilities - children's program.

Prerequisite: Approved enrollment in the Child Development Associate Program.

202 - Field Experience Internship - Variable Credits

Working field internship; innovative approaches to preparation of CDA trainees. Experiences in curriculum center, library, local settings, resource and day care centers, Head Start programs, nursery schools (public and private), and child development centers. Experience with educational and creative supplies and materials.

Prerequisite: Approved enrollment in the Child Development Associate Program.

## OKLAHOMA: EASTERN OKLAHOMA STATE COLLEGE

### Course Titles and Units of Instruction (Modules)

### INTRODUCTION TO CHILD DEVELOPMENT/EARLY CHILDHOOD CURRICULUM

1. The Nature of Child Development
2. Prenatal Development
3. The Neonatal Period of Development
4. Development in Infancy
5. Social Development in the Young Child
6. Emotional Development During the Early Years
7. Intellectual Development in the Young Child
8. Physical Development of the Preschool Child
9. The Influence of Teacher Attitudes on Child Growth and Development

### PRESCHOOL BEHAVIOR AND GUIDANCE

1. Applied Principles and Guidance for Young Children
2. Common Behaviors in Young Children: Explanations and Approach
3. Positive and Negative Guidance Techniques
4. Indirect and Direct Guidance
5. Guidance in Speech and Action
6. Setting Limits
7. Observing and Recording Behavior of Young Children

### NUTRITION FOR YOUNG CHILDREN

1. Effects of Nutrition on Young Children
2. Basic Nutrition for the Young Child
3. Menu Planning
4. Supplemental Foods
5. Environment for Mealtime
6. Foods in the Curriculum
7. Mealtime Problems
8. Sanitation
9. Food Records

### HEALTH CARE AND SAFETY

1. Safety in the Preschool
2. Teacher's Role in Maintaining Safety
3. Teaching Habits of Safety to Young Children
4. Safety and the Preschool Environment
5. Preventive Measures for Safety
6. Maintaining the Health of the Children
7. First Aid for Teachers
8. Involving Children in Health Care
9. Handicapped Children in the Classroom
10. Dental Health
11. Basic Nutrition for the Young Child

## THE DISADVANTAGED CHILD

1. Who Are the Disadvantaged?
2. Developing a Positive Self-Image
3. Developing Senses and Perceptual Acuity of the Disadvantaged
4. Language Development in the Disadvantaged Child
5. Concept Formation
6. Abused Child
7. Developing Problem Solving Abilities
8. Strengthening the Characteristics of Teachers of the Disadvantaged

## PARENT/TEACHER COMMUNITY RELATIONS

1. The Need for Parent Involvement
2. Understanding the Cultural and Ethnic Groups with Whom We Work
3. Parent Committees
4. Preparing and Conducting Parent Meetings
5. Involving Parents in Curriculum and Program Enrichment
6. Involving Volunteers in Curriculum and Program Enrichment
7. Home Visits
8. Parent Conferences
9. Community Involvement
10. Linking the Center to the Community

## LITERATURE AND LANGUAGE ARTS

1. Rationale for Language Arts in Preschool
2. Factors Influencing the Development of Language and Communicative Skills
3. Oral Communication
4. Visual Development in Language
5. Pre-Reading in Language Arts for Young Children
6. Pre-Writing in Language Arts for Young Children
7. Developing Listening Skills
8. Resources for Special Problems in Language
9. History and Trends in Children's Literature
10. Selection and Care of Books for Young Children
11. Reading Stories, Storytelling, and Flannelboard Stories
12. Dramatics for Young Children

## PLAY, ART, AND MUSIC

1. Rationale for Play in a Preschool Program
2. Organizing Free Play
3. Planning for Outdoor Play
4. Criteria for Selecting Play Equipment
5. Rationale of Art in the Preschool
6. Setting Up the Art Center
7. How to Teach Art to the Young Child
8. Art Activities for Young Children

9. Rationale for Music in the Preschool
10. The Music Center
11. Skills and Techniques of Music

MATH, SCIENCE, AND SOCIAL STUDIES

1. Rationale of Mathematics in the Preschool
2. Concepts and Techniques
3. Mathematics Center
4. Rationale for Science for Young Children
5. Physical Science for Young Children
6. Biological Science for Young Children
7. Field Trips for Young Children
8. Setting Up the Science Center
9. Rationale for Social Studies
10. Social Studies: The Child Himself
11. Social Studies: The Child as a Member of a Group
12. Social Studies: The Child in the Community
13. Social Studies: The Child in the World

PROGRAM PLANNING FOR EARLY CHILDHOOD PROGRAMS

1. Goals in the Preschool
2. Philosophy, Types, and Models of Preschool Programs
3. Roles and Expectations of Staff
4. Policy Manual
5. Room Arrangement
6. Selecting and Ordering Equipment
7. Resource Unit
8. Teaching Unit
9. Weekly Plan
10. The Daily Plan
11. Daily Activities for Young Children
12. Planning the Daily Schedule

CHILD CARE PROGRAM SUPERVISION AND MANAGEMENT

1. Purpose, Objective, and Evaluation in Early Childhood Programs
2. Position Description and Staff Responsibilities
3. Regulatory Agencies and Licensing in Early Childhood Programs
4. Personnel Policies
5. Hiring and Termination of Staff
6. Resources for Health and Social Services Referral

# HAWAII

## List of CDA Curriculum Modules

CDA ORIENTATION CLUSTER
- Orientation to CDA
- CDA Competencies Related to Head Start Performance Standards (optional modules)

PERSONAL QUALITIES CLUSTER
- Process of Becoming
- Developing Skills in Working with Others
- Communication

CHILD LEARNING AND DEVELOPMENT CLUSTER
- Child Growth and Development
- How Do Children Learn?
- How Do Children Think?

LEARNING ENVIRONMENT CLUSTER
- Classroom Arrangement
- Outdoor Environment
- Toys, Materials, Equipment
- Safety
- Health and Nutrition

PHYSICAL AND INTELLECTUAL DEVELOPMENT CLUSTER
- Motor Development
- Mathematics
- Science
- Children's Literature
- Listening to Preschool Children
- Talking to Preschool Children
- Art
- Music
- Rhythmic Movement
- Creative Movement

SELF-CONCEPT AND INDIVIDUAL STRENGTH CLUSTER
- A Child's Self-Concept
- Social Studies

MANAGEMENT CLUSTER
- Approaches to Child Management; Limits and Rules
- Volunteers in the Classroom

HOME-CENTER CLUSTER
- Working with Island Families
- Parent Involvement

## HAWAII
(continued)

SUPPLEMENTAL RESPONSIBILITIES CLUSTER
- Assessment
- Planning (Integrative Module)

CHILDREN WITH SPECIAL CONDITIONS CLUSTER
- Structure for Behavioral Success
- Task Analysis
- Personalizing Instruction
- Children with Handicapping Conditions - Who Are They? What Are Their Needs? (optional module)
- Working with Parents of Handicapped Children (optional module)

## IDAHO CONSORTIUM

### CDA Program Modules

1. Guide to Old Competencies (ISU)*
2. Creative Arts Awareness (ISU)
3. Healthy Classroom Discipline (ISU)
4. The Handicapped Child (BSU)**
5. Content Analysis of the Texts of Books for Use by Chicanitos (Far West)***
6. Teaching Language Skills in an Integrated Way (Far West)
7. Introduction of Early Childhood Education & the Responsive Program (Far West)
8. Introduction to the Early Childhood Education & the Responsive Program - Programmed Module (ISU)
9. Using Toys and Games, I (Far West)
10. Using Toys and Games, II (Far West)
11. Learning Games to Play with a Preschool Child (Far West)
12. Story Telling and Poetry (BSU)
13. Finger Plays and Songs (BSU)
14. Art Ideas (BSU)
15. Helping Children Extend Their Class Concept Formation Abilities (Far West)
16. Helping Children Extend Their Class Concept Formation Abilities - Programmed Module (ISU)
17. Development of Language: Preschool (BSU)
18. Early Childhood Education Modules, An ECE Project Review (ISU)
19. Physical Arrangement of the Classroom (Far West)

*(ISU = Idaho State University)
**(BSU = Boise State University)
***(Far West = modules developed by Far West Laboratory)

## IDAHO CONSORTIUM
(continued)

20. Setting Up and Maintaining a Safe and Healthy Learning Environment (BSU)
21. Helping Children Extend the Development of Their Senses and Perceptions (Far West)
22. Helping Children Extend the Development of Their Senses and Perceptions - Programmed Module (ISU)
23. Assessment of Teaching Competency through Videotape Recordings (ISU)
24. Helping Children Develop a Healthy Self-Concept (Far West)
25. Classroom Councils (ISU)
26. Theory of Child Development (BSU)
27. Questioning Strategies for Use in Early Childhood Education (ISU)
28. Problem Solving (Far West)
29. Teaching Ecology through Children's Literature (ISU)
30. Toward the Creative Education of Children (ISU)
31. Individualized Instruction (BSU)
32. Children's Literature (BSU)
33. Parent Involvement (BSU)
34. Play: Its Relation to Learning (BSU)
35. Exceptional Child (ISU)
36. Evaluating Materials for Black Children (Far West)
37. Communicating with Black Children (Far West)
38. Children's Literature (Far West)
39. Classroom Management (Far West)
40. Developing Self Awareness in the Young Child (BSU)

# OKLAHOMA: OSCAR ROSE JUNIOR COLLEGE

## CDA Curriculum (Module Titles)

Overview of Early Childhood Education

Parent-Teacher Community Relations

Administration of Programs for Early Childhood Education

Nutrition for Young Children

Program Planning

Children with Special Needs

Mathematics: Beyond Fingers and Toes

Behavior and Guidance

New Dimensions in Art

Musicology

Body Skills Development

Safety for Young Children

Health for Young Children

Bicentennial Language

Conceptual Science: From Atoms to Galaxies

Social Science: Children and the Cosmos

Play is Everything

Growth and Development

# APPENDIX D: PILOT PROJECT PERSONNEL

## ALLEN UNIVERSITY

### Project Director

Mark Weiss, March 1973
Sally Hardy, April 1973 - February 1976

### Assistant Project Director

Harry Walker, 1973-1975

### Assistant Director for Field Supervisors

Anne Newman
Helen Solomon (also Early Learning Center Director)

### Assistant Director for Curriculum and Research

Harriette Bone (also Field Supervisor)

### Early Learning Center Director

LaMyra Davis
Connie Brunson

## BEMIDJI STATE UNIVERSITY

### Project Director

Kathleen Camara Thomas, 1973-1975
Dan Gartrell, 1975-1976

### Institutional Representative

John Yourd

### Child Development Training Program Coordinator

Linda Tappe

### Field Advisors

Rosalie Anderson
Hilmer Brehmer
Kim Decker
Judy Fruetel
Eleanor Gallant
Susan Gartrell
Margery Miller
Sister Lenor Paschke
Paul Pelletier
Nancy Pope

## CALIFORNIA STATE COLLEGE

### Project Director

Dorothy Campbell, 1973-1976

### Institutional Representative

Dr. Homer Panky

## COMMUNITY COLLEGE OF DENVER

### Project Director

Velma Lehman, 1973-1975
Jacquie Schwartz, 1975-1976

### Instructional Associates

Barbara Beer
Clydene Smith

## ERIKSON INSTITUTE

### Trainers

Dorothy Anker
Barbara Bowman
Jay Freedman
Shirley Ray
Lorraine Wallach

### Research Associates

Donald Schwartz
Jonathan Smilansky

### CDA Specialists

Sharon Andresen
Phyllis Antone
E. Frances Cherino
Ella Mae Ornealus
Violet Rau
Norma Thompson
Vernon Dixon

## FALL RIVER

### Project Director

Temple Fawcett, 1973-1976

### Program Coordinator

Ann Chang, 1973-1975

### Trainer

Jeanne Hamilton, 1974-1976

## HAWAII

- HONOLULU COMMUNITY COLLEGE

### Project Director

Karen Kelly, 1973
Carole Williams, 1973 - January 1975

Trainer

Kimi Matsuda, 1973-1974

- UNIVERSITY OF HAWAII

Project Director

Richard H. Hinze, March - August 1975

Trainer

Daria Flores, 1973-1975

## IDAHO CONSORTIUM

- BOISE STATE UNIVERSITY

Project Director

Trudy Comba, 1973-1975

CDA Instructors

Dorothy Borger, 1973-1975
Margaret Knight, 1973-1975
Sheri Matthews, 1974 (Graduate Assistant, 1973)

- IDAHO STATE UNIVERSITY

Project Director

Dr. Jeff Brigham

Field Instructor

Janet Lingren

Graduate Assistant

Jackie Arstein

## OKLAHOMA

- EASTERN OKLAHOMA STATE COLLEGE

Project Director

Dale Chlouber, 1973-1975

Instructor/Trainers

Lynn DeChateau
Jeanette Henson
Pam Hill
Dixie McKenzie
Barbara Ross

- OSCAR ROSE JUNIOR COLLEGE

Project Director

Susan Loveless, 1975-1976

Instructor/Supervisor

Jane Thomas, 1975-1976
Sue Williams, 1975-1976

## PHILADELPHIA: COMMUNITY COLLEGE OF PHILADELPHIA
## RESEARCH FOR BETTER SCHOOLS
## SCHOOL DISTRICT OF PHILADELPHIA

Project Director

Marcella Lingham

Trainer/Module Developers

Helene Gerstein
Harriet Sanders

Module Developer (Part-time)

Helen Thompson

Secretary

Susan Green

## ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

### Department Chairperson, Human Services

Yvette Dubinsky, 1973-1974
Kathryn E. Nelson, 1974-1976 (also Project Director, 1973-1976)

### Trainers

Lily Kautsky, 1973-1974
Cecilia Luecking, 1973-1974
Dorothea Pflug, 1973-1976
Hildy Etzkorn, 1974-1975
Kathryn Farr, 1974-1976
Carol Klass, 1974-1976
Gwendolyn Pennington, 1974-1975 (also Developer)
Charlotte Cohen, 1975-1976

### Secretary

Ellie Geller, 1974-1976

### Administrative Assistant-Editor

Virginia Klaus, 1975-1976

## UNIVERSITY OF NEW MEXICO

### Project Director

Nathaniel Archuleta, 1973-1976

### Education Specialists

Viola Sierra, 1973-1974
Olivia Tapia-Martinez, 1974-1975
Sr. Teresa Gomez, 1975-1976

### Clinical Assistants

Lourdes Gutierrez, 1973-1974
Marcia Medina, 1973-1974
Felipe Valerio, 1973-1974
Sr. Teresa Gomez, 1974-1975
Rudy Rodriguez, 1974-1975
Hector Solis, 1974-1975
Kay Tenorio, 1974-1975
Francesca Banuelos-Silva, 1975-1976
Fred Cordova, 1975-1976
Fran Herrera, 1975-1976

# APPENDIX E: RESOURCES DEVELOPED BY THE PILOT PROJECTS

ALLEN UNIVERSITY
1530 Harden Street
Columbia, South Carolina 29204

Bone, H. and Hardy, S. Resources for CDA Training: A Bibliography. Columbia, South Carolina: Allen University, 1975, 33 pp.

Child Development Associate Pilot Project Staff. Assessment Notebook. Columbia, South Carolina: Allen University.

Child Development Associate Pilot Project Staff. Dimension I: Child Care. Third printing. Columbia, South Carolina: Allen University, 1974, 11 pp.

Child Development Associate Pilot Project Staff. Dimension II: Human Relations. Second printing. Columbia, South Carolina: Allen University, 1974, 7 pp.

Child Development Associate Pilot Project Staff. Dimension III: Modification of Environment. Third printing. Columbia, South Carolina: Allen University, 1974, 3 pp.

Child Development Associate Pilot Project Staff. Dimension IV: Activity Planning/Selection of Materials. Third Printing. Columbia, South Carolina: Allen University, 1974, 14 pp.

Child Development Associate Pilot Project Staff. Dimension V: Child Assessment. Third printing. Columbia, South Carolina: Allen University, 1974, 5 pp.

Child Development Associate Pilot Project Staff. Dimension VI: Professional Development. Third printing. Columbia, South Carolina: Allen University, 1974, 7 pp.

Child Development Associate Pilot Project Staff. Supplemental Dimension. Columbia, South Carolina: Allen University.

Hardy, S. and Bone, H. Child Development Associate Pilot Demonstration Project, Allen University. Columbia, South Carolina: Allen University, 1976, 73 pp.

BEMIDJI STATE UNIVERSITY
Child Development Training Program
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Bemidji, Minnesota 56601

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RESEARCH FOR BETTER SCHOOLS, INC.
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Albuquerque, New Mexico 87106

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## APPENDIX F: GENERAL PUBLICATIONS ABOUT CDA

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7315 Wisconsin Avenue, Suite 601E
Washington, D. C. 20014

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